REPORT RESUMES

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AUTOMATED INSTRUCTION OF REMEDIAL ENGLISH, VOLUME 1.
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ENGLISH GRAMMAR WAS TAUGHT BY A PROGRAMED COURSE TO COLLEGE FRESHMEN WHO WERE DEFICIENT IN ENGLISH USAGE. SECTION ONE PRESENTED THE EMPIRICAL RESULTS, SECTION TWO, FURTHER IMPLICATIONS FOR THE TEACHING OF ENGLISH, AND SECTION THREE, THE PROGRAMED COURSE. THE EXPERIMENT COMPARED STUDENTS TAUGHT BY THE PROGRAMED COURSE (EXPERIMENTAL) AND THOSE TAUGHT BY TRADITIONAL METHODS (CONTROL). UPON COMPLETION OF THE SEMESTER, THE ENTRANCE EXAMINATION WAS READMINISTERED ALONG WITH A FINAL EXAMINATION. THE PROGRAMED INSTRUCTION COURSE WAS AS SUCCESSFUL AS, AND, IN MANY RESPECTS, MORE EFFECTIVE THAN THE TRADITIONAL LECTURE COURSE. THE PROGRAMED INSTRUCTION COURSE WAS FOUND SUPERIOR AS A METHOD OF CONDUCTING THE REMEDIAL INSTRUCTION. SECTION FOUR OF THIS PROJECT IS IN ED 003 587. (RS)

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AUTOMATED INSTRUCTION OF REMEDIAL ENGLISH

I

Volume I

Title VII Project Number 551
National Defense Education Act of 1958
Grant Number 741098

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Principal Investigators:

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Martin M. Shapiro

UNIVERSITY OF HOUSTON
FOUNDED 1934

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PREFACE

The proposal for this project was initiated by C. Dwight Dorough and Dr. John L. Michael. The latter left the University of Houston prior to the initiation of the project and was replaced by Martin M. Shapiro. Acknowledgment is given Dr. Lloyd O. Brooks, who served as the psychology graduate assistant during the first year of the project, and Mr. Albert Ramirez, who served in that capacity during the second year. Special acknowledgment is given Miss Jeanette P. Morgan, who served as English graduate assistant during the entire course of the project. Many other graduate students assisted at various times, among them Mr. Clay Moore, Mr. Arthur Norman, Mr. Earl Saltzman, Mr. James Preston, and Miss Patricia Neil. The Department of English and the administration of the University of Houston are thanked for their support in facilities, money, and cooperation.

For purposes of clarity, this final report has been divided into several sections: In the first section, empirical results are presented and discussed by M. M. Shapiro. In the second section, further implications for English teaching are presented by C. D. Dorough. The third section contains the actual programmed course by C. D. Dorough, J. P. Morgan, and M. M. Shapiro. The fourth section consists of a dissertation regarding some research problems by L. O. Brooks.

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RESEARCH REPORT

by

Martin M. Shapiro

THE PROBLEM

Programmed, automated instruction, is generally considered an application of the psychology of learning. Most papers dealing with automated instruction usually contain a description of the basic phenomena of learning. We shall, however, refrain from the natural tendency of a psychologist, interested in the area of learning, to present a discourse on the merits of his field, and shall try to limit this report to an application of the area of learning, automated instruction.

The first point we wish to make is that this particular application, automated instruction, should not really be called a new instructional medium. It is obvious that the characteristics of the machine impose some limitations on the nature of the program, but in the ideal case, the machine could be constructed to include various media of communication. A frame of the program could automatically start a motion picture projector; in fact, several machines now available utilize film strip projection. Frames could have auditory information synchronized with them. More dramatically, the machine could emit a fragrance during the frame which reads, "One of the measures of the rat's emotional response to electric shock is ___________________." The machine itself, the hardware, is not really the important aspect. The machine is not what created the controversy. No one seriously objects to reading machines, or television, or motion pictures in the educational system; but some do seem to object to automated instruction.

Automated instruction necessitates the programming of material, and programming invokes the whole question of selection and sequencing of content. This is what distinguishes automated instruction, or programmed learning, from the general area of instructional media. It is not a new medium nor a combination of old media; it is a strategy, a technique for the training of human animals.

Such a position often invokes the reply that education is not meant for training human beings as one would train animals; education should also involve teaching higher concepts and abstractions. It is somewhat difficult now to give an original reply to this assertion--the point has been made and rebutted too many times--but some statement is necessary if we are going to attempt the application of automated instruction to teaching English grammar.

One might infer from the above that we think abstract concepts could be taught using automated instruction, but before this gets out of hand, a definition of terms is in order. To us, the terms "abstract" and "concept," as they apply in this context, are redundant. In either case, one is merely observing that there is a functional relationship between some class of stimuli and some response class, and that this relationship was established through selective reinforcement. Added to this is the observation that the members of the response class can also contribute to a new stimulus class, which is, in turn, functionally related to a new response class. In case our own abstractions are becoming non-functional, an illustration might help: the student is not only trained to respond with the word "noun" in the presence of certain stimuli and not in the presence of other stimuli, but also to respond in a specified manner when the term "noun" is part of a stimulus complex. That is, a word can be either a stimulus or a response, depending upon who is the stimulator or who is the responder. If we wish to teach the concept "noun," we train the subject to respond properly with it and to respond properly to it. Now perhaps a word of caution: If a human being responds with the word "verb" in the presence of some stimuli and not in the presence of others, and his responses coincide with our own, we would probably say that he has learned the concept "verb." If a rat presses the lever in the presence of certain stimuli and not in the presence of others, and his responses coincide with our own, e.g., "semicolon," we would probably say that he has learned the concept, "semicolon." That is, if the response we are observing is a verbal one, our response to the question, "What is the concept?" is most likely to be of the same class as the response made by both the subject and us; but if you asked what concept the rat has acquired, you are probably not very likely to say "Pressing the lever." Or are you? The point is that when we speak of abstract concepts, we may be talking about nothing different from what we normally call behavior, except that we are likely to impose our own verbalizations upon the subject's behavior.

If one views abstractions and concepts within this framework, it is obvious that a case can be made for the assertion that automated instruction is capable of teaching any concept or set of concepts. For example, consider an exceedingly fuzzy concept, such as "sentence." What is meant by calling "sentence" a fuzzy concept is simply that it is difficult to circumscribe the entire stimulus class to which this response is to be made, or to *enumerate the stimulus complexes* in which "sentence" appears. But, one can contend, quite correctly, that this is difficult to do without automated instruction. When one asserts that automated instruction can teach the concept "sentence," it does not mean that it can necessarily make a fuzzy concept into a precisely defined one; it merely means that it can present the same incomplete specifications, or the same excess meanings, as any other technique. For example, consider the use of commas in punctuating English prose: "the little red schoolhouse"--no commas--but "the red, little schoolhouse." The use of a comma in this situation depends upon whether or not the sequence occurs frequently, whether it is familiar. Now it is granted that in this use of commas, it would be difficult to circumscribe the entire stimulus class of familiar sequences; but it must also be granted that a lecturer or discussion leader would have the same difficulty. This example has merit if only because none of us has fully learned this usage of commas. We rewrite our technical papers many times, but they still come back from the journal editor's office with various commas [illegible] deleted and added. More important, the grammarians would not necessarily agree in any specific instance. What is familiar to one generation is not necessarily familiar to the next, and then again, how familiar is sufficiently familiar? Well, what do we do with such fuzzy concepts? One solution would be to abandon this use of the comma and teach students to use the word "and" between each member of a sequence of adjectives. This would certainly make the programming task easier, but we suspect that it would be difficult to convince English professors, or even psychologists, that a service was being done to the language. Perhaps they can be convinced that the distinction between familiar and not-as-familiar sequences of adjectives really does not serve any useful function. This is a second alternative, but the journal editor still won't like it because too many commas take up more space on the printed page. Rather than continue this enumeration of possibilities, perhaps we might just as well admit that we are stuck with this concept, and all that remains is to do the best we can. The main difficulty we face is that the reinforcement contingencies in the society for the use of commas are not constant; that is, it is impossible to circumscribe the stimulus class or to enumerate the stimulus complexes in which the symbol occurs. However, the frequency of occurrence of these nonspecifiable reinforcement contingencies is relatively low, and all that is really necessary is to teach the students to discriminate among those stimuli to which one responds with a comma, those stimuli to which one responds with no comma, and those stimuli to which one does either of these and then hopes for the best. The last alternative, when engaged in theme writing, then becomes part of the stimulus complex for another response class which might be vaguely labeled "looking for a new way to say the same thing"--or, "removing oneself from an aversive situation."

The program writer in English cannot engage in the activity of changing the culturally determined language that now exists, no more than one could write a program to teach certain aspects of Law and simply change all those laws which were inconsistent with one another. However, one can write a program which teaches the inconsistencies, teaches the student to identify those concepts which we have labeled fuzzy.

The purpose of this project was to teach English grammar to college freshmen judged deficient in English usage. A programmed course was developed and students who used the program were compared to students who were taught by traditional lecture method.

PROCEDURE

The program evolved as follows:

Fall, 1960-61

First draft of program prepared and run on duplicated paper with 20 students, revised and presented to another class of 20 students.

Spring, 1961

Ninety-nine students run on a second revision of program.

Summer, 1961

Program again revised and prepared for 35 mm. filming.

Fall, 1961-62

Program run on printed paper with 144 students.

Spring, 1962

Program run on 35 mm. film strips with DuKane Redi-Tutor with 81 students.

Classroom themes also written. Automated students compared with those from traditional sections.

Summer, 1962

Twelve students worked on DuKane machine; program completely revised and refilmed. Classroom themes written.

Fall, 1962-63

Seventy-nine students instructed with machine. Classroom themes written. Automated students compared with those from traditional sections. Program revised again for final report.

The outline for the final revision of the program follows:

Unit	Subject Matter	Frames	Predicted Rate
	Introduction	30	
One	Parts of a Sentence and Parts of Speech 5 lessons Review	160	3 hrs.
Two	Complements 4 lessons Review	120	3 hrs.
Three	Verbs 10 lessons Review	315	6 hrs.
Four	Subject-Verb Agreement 6 lessons Review	200	6 hrs.
Five	Case 3 lessons Review	90	3 hrs.
Six	Pronouns 4 lessons Review	145	3 hrs.
Seven	Modifiers 8 lessons Review	265	6 hrs.

Eight	Sentence Patterns 12 lessons (No review)	360	6 hrs.
			1,720 Frames
Nine	Punctuation 14 lessons (No review)	420	
Ten	Capitalization 2 lessons (No review)	60	
		2,165 Frames	

Students were placed in the Remedial English course on the basis of their performance on an entrance examination. At the time of the actual class enrollment, the students did not know whether the course sections which they selected were taught by lecture or program; a program section always met at the same time as a lecture section. Students in all sections were assigned equivalent text-book reading and theme-writing homework. All students were given a specially constructed final examination, the entrance examination (College Entrance Examination Board's A-Z Test) or both, at the end of the semester. The programmed material was designed to conform with the existing syllabus for the course, and, therefore, covered the same material in the same sequence as the lecture sections of the course. The specially constructed final examination was also based upon this syllabus.

RESULTS

A valid comparison of two methods is dependent upon obtaining a reliable and unbiased test for measuring student learning and performance. The A-Z test was used by the Department of English as the entrance placement examination and could be considered free of any systematic or intentional bias toward either the lecture or programmed groups, since it was constructed by a separate institute; although it could, by chance, favor one group over the other, it was considered the most reasonable standard to adopt for measuring a student's performance after completion of the course. Unfortunately, the material covered in the A-Z test is not precisely the same as that contained in the course syllabus and, to remedy this problem, a final examination was constructed especially for this purpose. The requirements for this examination were that it cover the same material as the course syllabus and that it yield the same quantitative relationships between the two groups as did the A-Z test. In the Spring and Summer semesters of 1962, all students were administered both the A-Z test and the specially constructed final examination; at the end of the semester, the lecture group scored 22.4 points per hundred higher on the special final than on the A-Z test, and the program instructed group scored 22.8 points per hundred higher on the special final than on the A-Z test. Since the special final had met both criteria, coverage of relevant material and no systematic bias, it was used exclusively in the Fall 1962-63 semester as the criterion test of performance.

Various attempts were made during the course of the project to compare theme writing performances by the two groups; however, no really acceptable or reliable means of scoring was ever established and the information will not be reported in this paper. The quantitative data, obtained during the Fall 1962-63 semester only, will be considered.

Comparison of final examination performance of lecture and program groups: At mid-semester, there were 77 and 175 students in the program and lecture sections, respectively. 71 program and 149 lecture students took final examination with the following results:

	N	Mean Score	Variance
Program	71	133.676	344.741
Lecture	149	134.148	531.386

A t-test of independent random samples obviously does not lead to rejection of the null hypothesis that there is no difference, in either direction, between the mean performance of lecture and program instructed populations, t=0.150 (with 218 degrees of freedom). The result, in fact, actually supports the hypothesis of no difference in mean performance since the 95% confidence intervals for the population means are ± 10.3 and ± 8.9 respectively for program and lecture populations; therefore, the probability that the two teaching methods produce considerably different mean performance in the population, is small. We may reasonably conclude that, based upon the criterion test used, the lecture and program instruction methods employed were equally effective, on the average.

Given no difference between mean performance, the question naturally arises concerning possible differences in distribution about the means. A two-tailed F-test of estimated population variance yields F=1.5300 which has a probability slightly greater than 0.05 (with 148 and 70 degrees of freedom). However, a much different result is obtained when one considers the actual distributions as shown in Figure 1. Collapsing the cells at the tails of the distribution and ignoring those subjects who did not take the final, a chi-square test yields a value of 17.841 (with 7 degrees of freedom); if the subjects who did not take the final are included as another cell, chi-square has a value of 20.379 (with 8 degrees of freedom). Therefore, it must be concluded that although the teaching method did not affect mean performance, it significantly affected the distribution of performance scores.

Qualitatively, it appears that the tails of the program group distribution have been truncated and that the distribution approaches rectangularity. This interesting result will be discussed in the next section of this report.

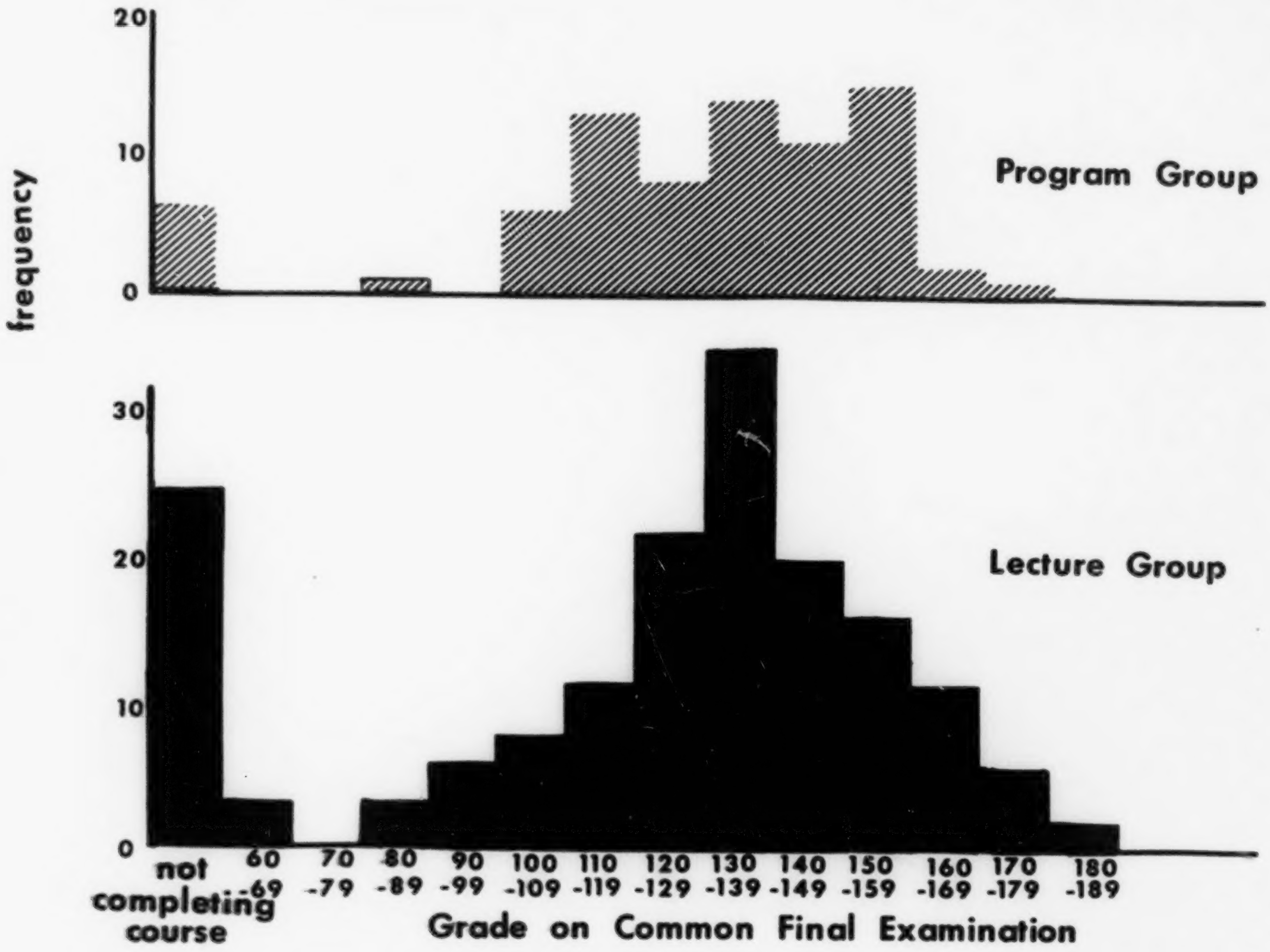
Quantitative description of program group: Considering the 71 students who took the final examination during the Fall 1962-63 semester, the mean of their error rates was 1.59 errors per lesson, almost all lessons having 30 frames, and the variance of their error rates was 0.33. In terms of percentage of errors, the obtained value of approximately 5.3% of the students missing each frame of the program is encouraging. Furthermore, the correlation between error rate and final examination score was r=-04512 yielding a significant t=-4.200 (with 69 degrees of freedom).

The correlation between the A-Z test scores administered prior to the course and the final examination scores administered after the course, was r=0.3900 for this group, t=3.112 (with 71 degrees of freedom). The correlation between the pre- and post-course tests for the lecture group was of the same order of magnitude and also significant, r=0.4247.

Review lessons, whose locations are noted in the outline of the program (see procedure section), were inserted into the programmed course. These reviews consisted of the same type of frames contained in the program itself, except that correct answers with which the student could compare his own answer, were not supplied. The mean review performance was 84.46% correct with a variance of 7233.14. The correlation between review test score and final examination was r=0.9098, t=18.194 (with 69 degrees of freedom). This correlation is so high that the administration of a final examination would appear unnecessary in the future, thereby making the program self-containing with respect to the testing of individual student performance.

(That the assumptions for a t-test have been met, in all applications to which the test has been put in this report, is highly doubtful. However, since no relevant t-values were "borderline," we have spared the reader from the complicated description of results that would be obtained with the various, less powerful, nonparametric tests. As a further note, all the entrance examinations scores could not be obtained and, therefore, the discrepancy in the reported degrees of freedom for the t-tests of the pre- vs. post-course correlations.)

FIGURE 1. DISTRIBUTION OF SCORES ON COMMON FINAL EXAMINATION



DISCUSSION

The principal result of this project was that a programmed instruction course was developed for Remedial English which in all respects was as successful as the traditional lecture course and in many respects was more effective than the traditional lecture course. Both methods of teaching yielded approximately the same mean proficiency for those students who actually took the criterion final examination. The programmed instruction sections had fewer drop-outs and absolute failures, and, thus, a higher proportion of students who achieved the minimum desired proficiency. The programmed instruction sections handled more students more efficiently in terms of financial cost per student. The use of the programmed material was planned in a manner that also allowed the students to obtain experience writing themes. It is clear that, as a method of conducting the Remedial English course, the programmed instruction was superior to the traditional lecture instruction.

The truncation of the lower tail of the programmed group distribution is a most encouraging result and demonstrates the higher proportion of successful completions for the programmed group. However, it must also be noted that the upper tail of the distribution also appears to be truncated. Since this course is designed to bring the students up to a minimum acceptable level for entry into the regular course and since the students enrolled in this course are not in the upper percentiles of English achievement, the fact that the full abilities of the better students in this course may not be encouraged to develop completely is probably not very important; they will receive that opportunity in the regular course. Nevertheless, it would be hoped that this does not have any real significance for the use of automated instruction, in general. Fortunately, there is good reason to think that the truncation of the upper end of the programmed instruction group is the result of an artifact peculiar to this particular study. That is, the material covered in the lecture and programmed groups was not exactly the same in one specific way. It had been decided, in advance, that the programmed group would not cover the last two units, punctuation and capitalization; however, these two areas were still covered on the final examination. It is of course impossible to determine the exact effect of this difference in syllabus for the two groups. The omission of the last two units of the program was necessitated by the time lost in three regular one-hour class meetings per week. Students in the programmed sections would often leave class early because there was not quite time to finish another lesson. This was unfortunate but was dictated by the traditions of academic procedure. (It will be remedied in the future.) Consequently, the most reasonable interpretation of the possible truncation of the upper tail of the distribution is that it resulted from the programmed group not having the opportunity to cover all the material. It could also follow that if they had covered all the material, their mean performance would also be higher than the lecture group mean. Therefore, although it is not crucial for the purposes of this course, it may be tentatively assumed that the upper tail truncation of the programmed group will disappear when the class scheduling method is revised.

Turning to the results obtained within the programmed group, the mean error rate of 5.3% is amazingly low considering the error criterion used; the criteria were very strict; e.g., a misspelled answer was recorded as an error. This fact, together with the practice in the program of constructing the frames so that they required the commonly misspelled words in the English language as answers, means that the 5.3% error rate reported may be considered as the absolute maximum. Frames having error rates greater than 10% were revised again before the final version was constructed for this report. It is, therefore, expected that the average error rate is now well below 5%.

The significant negative correlation between error rate and final examination performance is in keeping with the general findings in the field of programmed instruction. The significant positive correlation between pre-course performance and post-course performance for both the lecture and programmed group is not surprising since the pre-course performance is highly correlated with other abilities, such as intelligence test performance.

Of real practical significance is the finding that the performance on the review tests contained in the program is correlated significantly (r=0.9098) with final test performance. This means that, in the future, the program may be considered as self-containing with respect to evaluation of performance and that no further testing of the individual students is required before allowing them to enter the regular freshman English course.

The problem of teaching native speakers their own language presents a problem that is probably not seriously encountered in any other instructional endeavor. The problem, to put it simply, is that there exists no independent way to talk about the subject matter; i.e., the only means of communication between teacher and learner is the subject matter itself. An analogy would be to attempt to teach mathematics using only symbols of mathematics without any prose discussion of the mathematical subject matter, a task far more difficult than the usual technique of employing the English language to talk about subject matter. Consider one example: I wish to teach the following rule: "The direct object of a sentence can be identified by asking, who or what receives the action?" Now, "who or what receives the action?" is a correct statement grammatically, but a misleading statement from the learner's point of view, since we are referring to a direct object but using the nominative case "who." It would be more appropriate to write the rule as "whom or what receives the action?" but then we would ourselves be violating the grammar. The problem being encountered is that when we talk about a direct object (whom), the direct object becomes the subject of our sentence (who). One more example should suffice: "Is is a verb." When we talk about the word "is," that word becomes a noun.

The teaching of grammar to native speakers is also complicated by the unenviable characteristic that the subject matter is used continuously by the learner in the uncontrolled environment outside the classroom. This may have the advantage of permitting almost continuous practice and of supplying the younger student, at least, with sufficient means of communication to make the teaching of formal grammar possible. However, it has a decided disadvantage in that the reinforcement contingencies outside the classroom are not the same as those inside the classroom. There are several reasons for this, not in the least of which is the interaction between the spoken and the written language. For example, the student writes "I use to go to school," because "used to" is pronounced as "useto," which is indistinguishable from "use to" in the spoken language. Of course, we may assume that the individual's use of the language is primarily a function of the usage and conventions (i.e., the reinforcement contingencies) of his environment but, in a great many cases, the environment reinforces verbal behavior which would be considered incorrect in formal writing. The student can translate the spoken "who'd ja go with?" to the written "Who did you go with?" However, "With whom did you go?" is rarely reinforced outside the classroom. In fact, it is actually punished if spoken in many social groups; it is not surprising that the student has trouble learning to write it.

Related to this is the problem of motivation for learning grammar in the older student. It is difficult, in practice, to impress the "need" for effective use of grammar and syntax. The reinforcement contingencies are often too subtle in the social environment; when the individual makes a grammatical error, he is rarely overtly informed of this by his peers. (It is, of course, a breach of social etiquette to correct someone else's use of the language.) It is, therefore, difficult to convince a student that he has a "need" to study grammar.

The course material for this study was designed along the usual lines of the "traditional" grammar, in spite of the fact that it was within the framework of this conceptual system that the previous twelve years of formal training failed the student. At the subjective level, the main disadvantage of the program, from this writer's point of view, is that it is designed in accordance with the "traditional" grammar concepts. These concepts lead to certain inconsistencies which are not fully mitigated by the program, the most obvious case being confusion between parts of speech and parts of a sentence. This particular confusion produced a large proportion of the total error rate. The one advantage to employing the "traditional" concepts of grammar is that this conceptual scheme is perhaps the most acceptable to the majority of subject matter experts and teachers.

THE FUTURE

The purpose of the Remedial English course, and, therefore, the purpose of this programmed instruction, was to bring deficient entering freshmen up to a level of competence that would allow them to enroll in the regular freshman English course. Given this goal, the results of the programmed instruction must be considered successful. The administration of the University of Houston has considered the project sufficiently successful that it is dropping Remedial English as a formal lecture course and, in the future, all entering freshman who are judged deficient in English will be required to informally complete the programmed course. The room containing 26 DuKane Redi-Tutors and sound-insulated booths, which was prepared especially for the project reported here, will be maintained for this future use. Miss Jeanette P. Morgan, who participated in the current project, will assume the supervisory duties in the future, and will continue to develop new programmed material in the area of English. It is further anticipated that the facilities will be used for programmed instruction in other subject matter areas as programmed material becomes available and can be obtained.

FURTHER DISCUSSION

by

C. D. Dorough

During the past twenty years, teachers of freshman composition have been complaining about the slow deterioration in the quality of their students. Through necessity greater emphasis has been placed upon such fundamentals as grammar, punctuation, sentence structure, and spelling. Within the past ten years many institutions have been compelled to schedule an increasing number of non-credit, remedial courses where drill in these fundamentals might be conducted so that students in the regular freshman program, though needing some attention in this basic subject, might proceed at a somewhat more rapid pace.

With the population increasing so rapidly at college level, many four-year institutions within the past two years have begun discontinuing or moving toward elimination of remedial courses in English as an unjustifiable expenditure of funds, since the subject matter is merely a repetition of that to which students have been exposed intermittently through both junior and senior high school years. Also there is an awareness that valuable classroom space is being occupied and teaching personnel deployed when their services are critically needed elsewhere.

For a number of years the University of Houston, like so many institutions, has accepted students who, according to counseling and testing, appeared capable of benefiting from higher education even though they were deficient in such skills as English, mathematics, and reading. However, the implementation of such an admissions policy does create a practical, instructional problem that is not easy to solve; specifically, how to develop efficient, rapid, and economical remedial programs for teaching first-year college students the basic tool subjects that they should have mastered earlier. Since the subject matter involved admittedly belongs at the college preparatory level, there is necessarily a remote possibility that a program resulting from well-designed research may ultimately find its way into the curriculum of the secondary schools.

Hence the several people who have participated in Project: "Automated Instruction of Remedial English" have been guided not only by the needs in the Houston area but also by those in the total educational picture. We have attempted to develop effective automated teaching methods for college students who are deficient in certain communication skills. Although the course of study we have written is aimed at the first-year college level we have not been unaware of the adaptations in subject matter and administratively to make automated instruction workable at the preparatory level.

All freshman applicants to the University of Houston are processed through a testing and counseling program. Students who were otherwise eligible for admission but who failed the English Placement Examination were assigned to the non-credit remedial courses--some of which were handled in the traditional manner and others in sections designated experimental.

Generally speaking the students in our remedial sections were deficient in verbal skill. Needless to say, there appeared to be an indifference toward, maybe little understanding of, ideas or cultural values commonly associated with higher education. It would be an understatement to say that teaching such raw recruits has been difficult. Teachers in the traditional sections became even more pessimistic, sometimes, even cynical. Those of us in the automated groups were spared some of the natural frustration because we took comfort in the awareness that we were at least trying something different.

Much of the teacher's frustration comes from the realization that most college students in remedial sections have developed a certain immunity to grammar, since they have been exposed repeatedly, without success, to the subject matter. The teacher is not so naive as to believe that a new voice will set off an "awakening" when the gospel itself is both decadent and inappropriate for this age level.

The teacher cannot keep from realizing that the "times are out of joint" when semester after semester he sees his classes populated with students who have developed an emotional block to the time-worn methods of presentation. The more imaginative and resourceful teacher will abandon the drill book procedure, the time-consuming blackboard illustrations, and will explore the potentialities of visual aides--opaque projectors, overhead projectors, film strips, slides, teaching machines, et cetera. He must find a more efficient and economical way to present drill materials and a more direct method of showing the relationship between grammar *per se* and the theme itself, primarily because the only reason for studying grammar at this level is to improve communication skills.

The use of mechanical devices immediately quickens student interest. There must be a reconditioning, a revival of enthusiasm, and a restoration of faith. Even the most degenerate grammarian and stylist in the class will experience some optimism when the approach is changed, when he is able to see a ray of light through the grammatical maze. His faith and self-confidence are restored when he can answer a question and recognize the applications of the material as far as his own needs are concerned. He begins to develop initiative when he beholds that he is able to rely on information which he acquired somewhere in his distant, checkered academic past. When he discovers that he can move along through his refresher course in grammar, at his own rate of recollection, with only the minimum of assistance from the teacher, he develops a blind faith in himself, which previously did not exist.

The University of Houston has achieved this mild renaissance through programmed learning, through the use of the teaching machine. The subject matter is currently being interpreted for theme writing, with some degree of success, through the use of thermofax transparencies for viewing on the overhead projector. However, the reproduction of student writing and such procedures lie beyond the original intent of the experiment. These techniques are being used to make programmed learning even more effective.

We are aware of the fact that programming must be a continuing process, that even an effective film strip in time may need revision. Certainly a given lesson can be supplemented with additional samples that will strengthen the student for theme-writing. The twenty-five or so errors that appear most frequently in freshman writing can be programmed independently so that a student may seek a type of drill that is relevant to his immediate needs rather than to be compelled to repeat a whole lesson which deals with several grammatical points.

The remedial course as constituted in the automated sections may be defined in the following manner. The objectives were clear-cut. The machine program was designed to help the student master the minimum essentials of English grammar. The instruction in composition was intended to provide the student an opportunity for applying these fundamentals and for developing skills in writing clear, well-composed, and intelligible themes--less pretentious stylistically perhaps than those in the credit course.

In all sections, students were required to write a theme during the first meeting of the class. These themes were read promptly by the graduate assistant in charge who reported the results at the second meeting. Any student who demonstrated considerable proficiency, which seemed in contradiction to the results of the placement test, was recommended to the chairman of the Freshman Program for a re-scheduling into the credit course.

During the second meeting the students were briefed on the machines and class procedure. They then completed an introductory film before beginning Unit One.

The students progressed at their own rate through the program. The faster students were given more lengthy assignments in the exercise book and handbook. At a given point in the semester theme assignments were made, the more illustrative of which were reproduced on a thermofax transparency before any corrections were made. (Only one section was singled out for this experimentation.) As the class recognized the errors, the themes were marked with a special pencil by the graduate assistant or a full-time staff member, better skilled in editing student writing. The marks were then rubbed away for use in the clinic to be established.

Two weeks before the end of the semester the students wrote themes which were read by a panel of critics, an appropriate recommendation then being made. Appropriate tests were again administered to note progress.

PROGRAMMED COURSE

by

C. Dwight Dorough

Jeanette P. Morgan

Martin M. Shapiro

ENGLISH 030

INTRODUCTION

This program is designed to help you master the minimum essentials of English grammar. The material for this course has been designed for this machine. To begin, press the red button and a new frame will appear.

First, let us review the parts of the machine. The switch on the back of the machine turns on the light. The light should be turned off whenever the machine is not being used. Press the button.

To your left, on the side of the machine, is the manual framer. To operate manual framer, push knob in and turn toward you . Use the manual framer to thread film and to adjust film. Press the button.

Once the film has been inserted and printed matter appears, insert loose end of film in the clamp of the rewind arm. Check to be sure you have done this. (Press the button.)

Print your name, section number, and the date on the tape in the answer box. (Press the red button.)

The machine presents each frame automatically. Notice that your name is covered though visible. Press the button and a new frame will appear.

After the film has been inserted and the loose end inserted in the clamp, you will be able to work the film automatically. If the picture is out of frame, that is, the printed matter is not centered, use the manual framer. (Press the button.)

The focus switch is next to the rewind arm. Adjust the focus switch until you have a clear picture. (Press the button.)

As a frame appears you are to write your response. For example, "The name of this institution is the University of _______." (Complete the blank and press the button.) HOUSTON

The name of this institution is the University of HOUSTON.
The item has reappeared, this time with the answer given. Compare your response with the one given. Press button.

To operate the film strip automatically, press the automatic framer (the red button).
The _________ framer operates the film strip automatically. AUTOMATIC

Once the film strip has been properly inserted, you are to use the a_ _ _ _ _ _ _ _ framer. However, if the printed matter is partially covered, use the manu_l framer. AUTOMATIC MANUAL

The focus switch is located next to the rewind arm. If the printed matter seems blurred, adjust the _____ switch. (Press the button.) FOCUS

By now you should have an idea of how the machine works. Should the machine fail to operate properly, notify the supervisor. Be sure to turn off the l____ when the machine is not in use. LIGHT

Before you begin a lesson, put your n_ _e, d_ _e, and lesson number on the answer tape. (Write your response and press the button.)	NAME DATE
This program is designed to help you master the essentials of E _ _ _ _ _ _ grammar. You have been presented with a problem. Read the item carefully. You are asked to give a word beginning with E and having 7 letters. Write your response and press.	ENGLISH
Your answer should be the word ENGLISH. To avoid confusion, a blank will frequently contain the first letter of a word and spaces indicating the number of letters in the word. You are to write the complete word. (Next frame)	
A blank will frequently contain the first letter of a word and spaces indicating the number of letters in a word. You are to write the c_ _ p _ _ _ e word.	COMPLETE
You will NOT be graded on how well you do each lesson nor how rapidly. You will be graded on how well you master the minimum essentials of English ________.	GRAMMAR
You will be graded on how well you master the minimum essentials of English GRAMMAR. Compare your response with the one given. Be sure your response agrees in every way--including spelling. (Press the button.)	
The study of English grammar is the study of words, forms, usage, and their interrelatedness in sentences. To study forms and usage, we must first understand, in a general way, what a S E N _ _ _ _ _ is.	SENTENCE
To study forms and usage, we must first understand what a SENTENCE is. At times an item will appear simple, but each item appears for a reason. This response should bring your attention to the spelling of sentence.	
To be able to approach problems in writing and speaking, we need to know how a series of words works to form a ________. The response to this item is based on information contained in the previous frame. Read, write, and press.	SENTENCE
We need to know how a series of words works to form a SENTENCE. Compare your response. If yours is different in any way, write the correct response on the tape.	
To be able to approach problems in w r _ _ i n g and s p _ _ _ i n g, we need to know how a series of _____ works to form a sentence. Notice that three responses are required.	WRITING SPEAKING WORDS
To be able to approach problems in WRITING and SPEAKING, we need to know how a series of WORDS works to form a sentence. Your response should consist of three answers. If you missed any part, write the correct response on the tape.	
Usually the answer given in capital letters is the one desired. Occasionally an alternate answer will be given in parentheses and _ _ _ _ _ _ _ letters.	CAPITAL
Check your response with the answer given. If your response does not agree, w _ _ _ _ the correct response on the answer tape.	WRITE

Our problem is to understand what is meant grammatically by the term "SENTENCE." The word group "NOT FOR LOVE NOR MONEY" is not a grammatical sentence, but "I WOULD NOT COMMIT MURDER FOR LOVE NOR MONEY" is a g__________ sentence. (Read, write, press)

GRAMMATICAL

The word group "NOT FOR LOVE NOR MONEY" is not a grammatical sentence but "I WOULD NOT COMMIT MURDER FOR LOVE NOR MONEY" is a GRAMMATICAL sentence. Notice how the desired response occurred in the text.

The subject matter has been divided into units. Each _ _ _ _ consists of several le_ _ _ _ s.

UNIT
LESSONS

Now, let us review the procedure. You will secure the film from the instructor. Take the inside end of film and insert in the slot. Push (do not force) the film in until the m_____ framer grips the film.

MANUAL

Take inside end of film and insert it in the slot. Push (do not force) the film in until the MANUAL framer grips film.

For a clear picture, adjust the _____ switch.

FOCUS

Attach loose end of film to the clamp of the rewind arm. Now, use the a________ framer to operate film strip.

AUTOMATIC

Before you begin each lesson, put your n_ _ _, ____, and ______ number on the answer tape.

NAME
DATE
LESSON

Should the machine fail to operate properly, notify the supervisor. Always turn off the light when you are not actually using the machine. (Press the button.)

Notice that the film rewinds itself. When you complete a lesson, clear the machine and return the film to its container. (Next frame)

When you have completed all items of a lesson, remove the tape, fold, give to supervisor and go on to the next lesson. (Press the button.)

END OF SET

Remove the answer tape, fold, and give to supervisor. Go on to the next lesson.

A group of words, to make a grammatically complete sentence, must contain a subject and a predicate. We shall, therefore, consider a sentence as containing a _______ and a _________ and as making a statement of some kind.

SUBJECT
PREDICATE

Because you are familiar with the subject matter, you will be tempted to hurry matters by depending upon prior learning. Sometimes this will work; other times you may overlook information needed for the next item. Read each item carefully. (Press the button.)

Read the entire item carefully before writing. Each complete item will form a grammatical sentence. Reread the item and then write your response. (Press)

Read the entire item carefully before writing. Each completed item will form a g_ _ _ _ _tical s______.

GRAMMATICAL
SENTENCE

You will not be graded on how well you do each item. _ _ _ _ the item carefully and then _ _ _ _ _ your response.

READ
WRITE

UNIT I

Lesson 1

Complete Subject and Complete Predicate

1. Since you are already familiar with English grammar, the material covered in this program should be mostly review. Hence, the purpose of this program is to present a review of English ______. GRAMMAR

2. We may begin with the two main parts of a sentence. In this lesson, we shall discuss the _ _ _ main parts of a sentence. TWO

3. An elderly woman with long hair walked slowly into the room.

A sentence may be divided into two main parts. In our example sentence, the first part begins with An and ends with h _ _ _. HAIR

4. An elderly woman with long hair walked slowly into the room.

The second part of the sentence begins with walked and ends with r_ _ _. ROOM

5. An elderly woman with long hair walked slowly into the room.

The first part names the topic (or subject) of which the sentence is about. In our example, we know that the topic of the sentence will be about an elderly _____ with long hair. WOMAN

6. An elderly woman with long hair walked slowly into the room.

Since the first part of the sentence names the topic of the sentence, it is called the n _ _ i n g part. NAMING

7. In our example sentence, "An elderly woman with long hair" is called the _ _ _ _ _ _ part of the sentence. NAMING

8. An elderly woman with long hair walked slowly into the room.

The n_____ part of a sentence refers to the topic or subject about which the sentence is concerned. NAMING

9. An elderly woman with long hair walked slowly into the room.

Since the naming part refers to the subject of the sentence, a more common term for the naming part is complete s _ b _ _ c t. SUBJECT

10. In our example sentence, "An elderly woman with long hair" is the naming part and is called the complete su_____. SUBJECT

11. An elderly woman with long hair walked slowly into the room.

"Walked slowly into the room" tells what the subject of the sentence did. It is known as the t_____ part. TELLING

12. An elderly woman with long hair walked slowly into the room.

The second part of the sentence above tells or makes a statement about the naming part. It is known as the _ _ _ _ _ _ _ part.

TELLING

13. That part of the sentence which tells something or makes a statement about the naming part is called the ______ part.

TELLING

14. An elderly woman with long hair walked slowly into the room.

The term for the naming part is complete subject. The term for the telling part is complete predicate. Therefore, "walked slowly into the room" is known as the c _ m p _ _ _ e p r e _ _ _ _ _ _ _.

COMPLETE
PREDICATE

15. The naming part of the sentence is called the c______ s_____. The telling part of the sentence is called the c______ p______.

COMPLETE
SUBJECT
COMPLETE
PREDICATE

16. As a rule, all words in a sentence are part of the naming part, the complete ______, or part of the telling part, the complete ________.

SUBJECT
PREDICATE

17. An elderly woman with long hair
walked slowly into the room.

The complete subject begins with An and ends with hair. The complete predicate begins with ______ and ends with ____.

WALKED
ROOM

18. The house on that corner burned very rapidly.

The complete subject in the sentence above begins with THE and ends with _____. The complete predicate begins with _____ and ends with ______.

CORNER
BURNED
RAPIDLY

19. The dog and cat agreed not to agree.

The complete subject ends with the word ___. The complete predicate ends with the word _____.

CAT
AGREE

20. Dogs fight.

A simple sentence may consist of only two words. In the sentence above, Dogs is the complete subject and _____ is the complete predicate.

FIGHT

21. Women gossip.

In the sentence above, _____ is the complete subject and ______ is the complete predicate.

WOMEN
GOSSIP

22. The old, narrow-minded women gossip about everybody else as well as about one another.

The complete subject ends with the word _____. The complete predicate begins with the word ______.

WOMEN
GOSSIP

23. Dogs fight.

The angry dogs fight furiously.

As we have seen, the complete subject may consist of one or more words. The complete predicate, too, may consist of one or m _ _ _ words.

MORE

24. The two old men on the bank fished until dark.

The statement above has a complete _______ and a complete _________. Therefore, it is a complete sentence.

SUBJECT
PREDICATE

25. In general, sentences have two parts: a c_______ s______ and a ________ _________.

COMPLETE
SUBJECT
COMPLETE
PREDICATE

26. The part which names is known as the c_______ _______.

COMPLETE
SUBJECT

27. The part which tells something about the naming part is known as the c_______ _________.

COMPLETE
PREDICATE

28. The angry dogs fight furiously.

As a rule, any word in a sentence will be either a part of the c_______ s______ or a part of the ________ _________.

COMPLETE
SUBJECT
COMPLETE
PREDICATE

29. A sentence may be divided into two main parts which are called the ________ _______ and the ________ _________.

COMPLETE
SUBJECT
COMPLETE
PREDICATE

30. In later lessons, we shall study smaller parts within the sentence. These smaller parts, however, will still be a part of either the ________ s______ or ________ _________.

COMPLETE
SUBJECT
COMPLETE
PREDICATE

UNIT I

Lesson 2

Subject-Predicate Relationship

1. The two old men on the bank fished until dark.

The statement above is a sentence. As a sentence it has two main parts. The first part is called the complete s______ and the second part is called the c______ p______.

SUBJECT
COMPLETE
PREDICATE

2. The two old men on the bank fished until dark.

All of the words in the complete subject are related to one another in some way. One word, men, seems more important to the naming function. We say that men is the most important word in the ______ subject.

COMPLETE

3. The word men names those who fished. In "the two old men on the bank," the word men is the most important word in the complete ______.

SUBJECT

4. That part of the complete subject which names the something talked about we call simply the subject. In the sentence "the men fished," Men is the ______ of the sentence.

SUBJECT

5. The two old men on the bank fished until dark.

In the expanded sentence "The two old men on the bank fished until dark," men is still the ______ of the sentence.

SUBJECT

6. "Fished until dark" is the complete predicate. The word fished, however, most simply tells what the subject men did. Fished is the most important word in the ______ ______.

COMPLETE
PREDICATE

7. In the sentence "The two old men on the bank fished until dark," the most important word in the complete subject is the word ___, and the most important word in the complete predicate is ______.

MEN
FISHED

8. The most important part of the complete predicate we call simply the predicate. In the sentence, "The two old men on the bank fished until dark," men is the subject and fished is the ______.

PREDICATE

9. The most important part of the complete subject we call the subject. In the same way, the most important part of the complete predicate we call the p______.

PREDICATE

10. The s______ and the p______ are the basic parts of a sentence.

SUBJECT
PREDICATE

11. Two old men on the bank watched the boat.

To locate the subject, we make up the question "who or what watched the boat? The answer to the question is men and men is the _______ of the sentence. SUBJECT

12. Many able pilots worked on the treacherous river.

The answer to the question "who or what worked?" is the single word ______. PILOTS

13. Many able pilots worked on the treacherous river.

The two basic words in the sentence are the subject ______ and the predicate ______. PILOTS WORKED

14. The words "pilots worked" do not give every detail of the sentence, but they tell you more than any other two words do. "Pilots," then, is the _______ and "worked" is the ________. SUBJECT PREDICATE

15. In the sentence "the skillful Bixby lived on the Mississippi River" the answer to "who or what lived" is the single word _____. BIXBY

16. The sentence "the skillful Bixby lived on the Mississippi River" is built upon a subject-predicate framework. The subject is _____ and the predicate is _____. BIXBY LIVED

17. The large boat ground through the sand.

The answer to the question "who or what ground?" is the single word ____. BOAT

18. The large boat ground through the sand.

The basic framework of the sentence above consists of the subject ____ and the predicate ______. BOAT GROUND

19. The raging flood water poured into the house.

The basic framework of the sentence above is the subject _____ and the predicate ______. WATER POURED

20. The parties selected their candidate.

To locate the subject, we begin by making up the question "who or what ________?" SELECTED

21. To locate the subject of the longer sentence, "the two political parties apparently selected their candidates before the convention," you must also begin by answering "who or what ________?" SELECTED

22. An elderly woman with long hair walked slowly into the room.

The answer to the question "who or what walked" is woman. The basic subject-predicate framework of the sentence is _____-_____. WOMAN-WALKED

23. "The ancient automobiles moved slowly up the hill."

The basic subject-predicate framework is __________-_____.

AUTOMOBILES-MOVED

24. "A professor from Duke University will give the address."

The answer to the question "who or what will give is the single word _________.

PROFESSOR

25. "The man having the best qualifications will receive the appointment."

The answer to the question "who or what ____ ______?" is the single word man.

WILL RECEIVE

26. A sentence is divided into a naming part and a telling part. The most important part of the naming part is called the _______, and the most important part of the telling part is called the ________.

SUBJECT
PREDICATE

27. We may state our observation another way.

A sentence is divided into two main parts: a complete _______ and a complete ________.

SUBJECT
PREDICATE

28. The complete subject is composed of one essential part called the _______ and all related words.

SUBJECT

29. The complete predicate is composed of one essential part called the ________ and all related words.

PREDICATE

30. Or to put it another way, a sentence is built upon a basic _______-________ framework.

SUBJECT-PREDICATE

UNIT I

Lesson 3

Nouns, Pronouns, and Verbs

1.	We have noted that a sentence is divided into two main parts: a complete s______ and a ________ _________.	SUBJECT COMPLETE PREDICA
2.	When we discuss the subject and predicate relationship, we are discussing the essential parts of a sent _ _ _ _.	SENTENCE
3.	As you already know, words in a sentence are divided into parts of speech. Nouns, pronouns, verbs, and so forth are names of different _____ of ______.	PARTS SPEECH
4.	Nouns, pronouns, verbs, and so forth are names given to words that make up the complete _______ or the complete _________.	SUBJECT PREDICATE
5.	The words that make up a sentence have various functions to perform--naming, asserting, modifying, connecting. On the basis of these functions, words are classified as _____ of speech.	PARTS
6.	We may begin with a part of speech that performs the naming function--the NOUN. The name of anything that can be used as a subject is classified as a ____.	NOUN
7.	We have given names to things we talk about. That part of speech which names a person, place, or thing is called a ____.	NOUN
8.	The name of anything that can be used as a subject we label a noun. The name of a quality, an action, or an idea may, therefore, be called a ____.	NOUN
9.	A noun is the *name of anything that can be used as the* _______ *of* a sentence.	SUBJECT
10.	Do not be disturbed if these definitions seem incomplete. Later we will discuss the parts of speech more fully. Remember that the part of speech which names persons, places, things, or ideas is called a ____.	NOUN
11.	The other part of speech which performs a naming function is called a PRONOUN. The two parts of speech which perform a naming function are _____ and ________.	NOUNS PRONOUNS
12.	The Latin word Nomen means name or noun. The Latin word pro means for. The word that means for a noun is p _ _ n _ _ _.	PRONOUN
13.	A word which stands for a noun is called a _______.	PRONOUN
14.	Since a pronoun stands for a noun, it may be used as the s______ of a sentence.	SUBJECT

15.	In other words, a pronoun may take the place of a ____ and be used as the _______ of a sentence.	NOUN SUBJECT
16.	Note how a pronoun takes the place of a noun. "The men built a boat; they launched it." The pronoun they takes the place of the noun ___ and the pronoun it takes the place of the noun ____.	MEN BOAT
17.	Actually the number of pronouns in the English language is limited--and you already know most of them. For example, you know that I, you, he, she, it, we, and they are _______.	PRONOUNS
18.	Also you know that these particular pronouns--I, you, he, she, it, we, and they may be used as the _______ of a sentence.	SUBJECT
19.	Some of the most common problems arise from the fact that a few pronouns have different forms. You already know these forms and that certain ones--me, him, her, them, us--cannot be used as the s______ of a sentence.	SUBJECT
20.	In later lessons we will discuss some of the problems which come from the fact that a few pronouns have different forms and our nouns do not. The thing to remember now is that pronouns are used in all the functions of n _ _ n s.	NOUNS
21.	Verbs express (1) action (run, jump); (2) being (am, become); or (3) state of being (love, hate): the subject names the thing talked about and the verb expresses (1) ______, (2) _____, or (3) _____ of _____.	ACTION BEING STATE of BEING
22.	The skeleton of a sentence is the subject which names and the verb which expresses (1) a _ _ _ _ n, (2) b _ _ _ _, or (3) state of _ _ _ _ _.	ACTION BEING BEING
23.	In other words, the verb makes a statement about the s______.	SUBJECT
24.	Much can be said about verbs, but we shall deal with some of the simpler aspects. You already know, for example, that some verbs add "-ed" to show that an event did not occur in the present but in the p _ _ _.	PAST
25.	Some verbs show a change in form through a change of a vowel. For example, rang is the ____ form of the verb ring.	PAST
26.	Spoke is the ____ form of the verb speak.	PAST
27.	Began is the ____ form of the verb begin.	PAST
28.	Verbs have different forms. They have a present form and a ____ form.	PAST

29. When you change a sentence from the present to past time, the word which usually changes is the ____. VERB

30. Words in a sentence are divided into parts of speech according to the function they perform. _____ and ________ perform a naming function and _____ perform an asserting function. NOUNS PRONOUNS VERBS

UNIT I

Lesson 4

Adjectives and Adverbs

1.	Words in a sentence have various functions to perform--naming, asserting, modifying, and so forth. The next two parts of speech--adjectives and adverbs--modify nouns, pronouns, or verbs. Adjectives and adverbs perform a ________ function.	MODIFYING
2.	To modify is to describe, limit, or define. In "an easy test," easy modifies test; in "work rapidly," rapidly ________ work.	MODIFIES
3.	Adjectives and adverbs have one important characteristic in common; they are used to modify (describe, define, or limit) another word or group of words. In the sentence "Angry dogs fight," the word angry ________ the word dog.	MODIFIES
4.	"Angry dogs fight." Angry describes, defines, or limits dogs; in other words, angry modifies dogs. As a part of speech, the word dogs is a ____.	NOUN
5.	A word that modifies a noun is called an adjective. In "angry dogs fight," angry modifies the noun dogs and it is called an a _ _ _ _ _ _ _ _.	ADJECTIVE
6.	"Old women sometimes gossip." The word old modifies the noun women; therefore, old is an ________.	ADJECTIVE
7.	"Brave leaders inspire confidence." In the sentence above, the adjective _____ modifies the noun ______.	BRAVE LEADERS
8.	"This boy came late." The word this limits the noun boy; it points out which boy. Therefore, this modifies boy and is an ________.	ADJECTIVE
9.	"Many boys came early." The word many modifies boy. Many, therefore, is an ________.	ADJECTIVE
10.	"Two boys came early." In the sentence above, the word ___ is an adjective modifying the noun boys.	TWO

11.	Adjectives may stand before the noun they modify, as in "sour apples," or after, as in "apples are sour." The adjective sour modifies the noun ______ in both examples.	APPLES
12.	Adjectives may also follow a pronoun, since a pronoun may substitute for a ____.	NOUN
13.	"They are sour." In the sentence above, the adjective ____ modifies the pronoun ____.	SOUR THEY
14.	"The girl went home." "A girl went home." The words the and a are special kinds of adjectives called articles. The is definite; it tells us definitely which girl. Therefore, the word the is called a d e f _ _ _ _ _ article.	DEFINITE
15.	"A girl went home." "An apple was eaten." A and an are less definite than the. A and an, therefore, are called ind_ f _ _ _ _ e articles. (Note the spelling of definite.)	INDEFINITE
16.	The adjective the is a d______ article. The adjectives a and an are called in_______ articles.	INDEFINITE
17.	An adjective may modify a noun or pronoun, but not a verb. In the expression, "he came early," the word early modifies the verb ____.	CAME
18.	A word that modifies a verb is called an adverb. In "he came early," the word early modifies the verb came; therefore, early is an ______.	ADVERB
19.	Adverbs tell us something about the verb they modify. In "he came early," early tells us when he came. It is an ______ modifying came.	ADVERB
20.	"They went there." There tells us something about the verb; it tells us where they went. Therefore, the word _____ is an adverb.	THERE
21.	"He spoke frankly." Frankly tells us something about the verb; it tells us how he spoke. Frankly, therefore, is also an ______.	ADVERB
22.	Adverbs, then, answer the question of when? where? and how? They usually modify or tell us something about the _ _ _ _.	VERB
23.	Adverbs also answer the question "to what extent?" In "he attended regularly," the adverb _____ ___ tells us how often or how much he attended.	REGULARLY

24. Adverbs not only modify verbs, they may also modify adjectives and other adverbs. In "he drove very carefully," very is an adverb modifying ________, another adverb.	CAREFULLY
25. In "officers search quite thoroughly," the adverb thoroughly is modified by the other adverb _____.	QUITE
26. "John is rather tall." In the sentence above, tall is an adjective modifying the noun John. Rather tells us how and to what extent. Rather, then, is an _____ modifying the adjective tall.	ADVERB
27. "The boy is somewhat despondent (or the somewhat despondent boy)." Despondent is an adjective modifying the noun boy. ________ is an adverb modifying the adjective despondent.	SOMEWHAT
28. An adverb, then, may modify a v___, an adj______, or another ______.	VERB ADJECTIVE ADVERB
29. A. The early bird catches the worm. B. The boy returned early. In A early modifies the noun bird; it is an ________. In B early modifies the verb returned; therefore, it is an _____.	ADJECTIVE ADVERB
30. A word which modifies a noun or pronoun is called an ________. A word which modifies a verb, an adjective, or another adverb is called an _____.	ADJECTIVE ADVERB

UNIT I

Lesson 5

Prepositions and Conjunctions

1.	We have observed that a sentence may be divided into two main parts which are called the complete s_____ and ________ p_______.	SUBJECT COMPLETE PREDICATE
2.	Within the two main parts, there are two essential parts called the s______ and p_______.	SUBJECT PREDICATE
3.	Based upon the functions they perform, words that make up a sentence are divided into parts of _____.	SPEECH
4.	The naming function is performed by _____ or _______.	NOUNS PRONOUNS
5.	The asserting function is performed by v___s.	VERBS
6.	The simple modifiers in a sentence fall into two parts of speech, which are ______ and _________.	ADVERBS ADJECTIVES
7.	Nouns and pronouns name; verbs make an assertion; adjectives and adverbs modify. Other words in a sentence connect elements. Prepositions and conjunctions perform a c o n _ _ _ _ i n g function.	CONNECTING
8.	A preposition is a word which connects and relates a noun to some other part of the sentence. In your own speech you frequently use at, by, for, from, in, of, on, to, with--words which are ___________.	PREPOSITIONS
9.	In the sentence "a knowledge of grammar is the aim," the preposition of relates the noun grammar to knowledge, which is the ______ of the sentence.	SUBJECT
10.	In the sentence "they evacuated Galveston before the storm," the __________ before relates the noun storm to the verb evacuated.	PREPOSITION
11.	In the sentence "this must remain a secret between you and me," the preposition _______ relates "you and me" to some other part.	BETWEEN
12.	A preposition occurs in a rigid pattern. We have a preposition followed by its object. In "across the street," across is a __________ and street is its _____.	PREPOSITION OBJECT
13.	The object of a preposition is usually a ____ or ______.	NOUN PRONOUN
14.	A preposition plus modifiers (if any) plus noun or pronoun make up a prepositional phrase. The word group "across the street" is a ____________ phrase.	PREPOSITIONAL

15. Approximately nine words account for the majority of prepositions commonly used. In your own speech, you frequently use at, by, for, from, in, of, on, to, with to form ____________ phrases. PREPOSITIONAL

16. A prepositional phrase consists of a p_________, modifiers, and a noun or pronoun called the o_____. PREPOSITION OBJECT

17. A conjunction is also a word that joins or connects sentences or parts of a sentence. The two parts of speech that perform a connecting function are ___________ and ___________. PREPOSITIONS CONJUNCTIONS

18. Conjunctions join or connect parts. In the sentence "he and I went bowling" the __________ and joins parts of the subject. CONJUNCTION

19. "This chapter provides a readable but involved explanation."

The two adjectives "readable" and "involved" are joined by the __________ but. CONJUNCTION

20. You should have no problem recognizing the most common conjunctions. In everyday speech you use the words and, but, or, if, and a few others as ___________ to connect sentences or parts of sentences. CONJUNCTIONS

21. Conjunctions are subdivided according to the function they perform. Coordinating conjunctions join parts of equal grammatical rank. Subordinating conjunctions join parts of _ _ equal grammatical rank. UNEQUAL

22. Coordinating conjunctions join coordinate (equal) parts. The conjunctions and, but, and or join coordinate parts and are called ___________ conjunctions. COORDINATING

23. The list of words frequently or always used as coordinating conjunctions--and, but, or, nor, for--is short. In the sentence "he was not present, but the new plan was announced," but functions as a ___________ conjunction. COORDINATING

24. He was not present (when) the new plan was announced.

This sentence contains two subject-predicate patterns, but one is made subordinate by the introductory word when. In other words, when is a sub_ _ _ _ _ _ _ _ conjunction. SUBORDINATE

25. Other words, such as if, although, because, before, unless and others function like when. That is, they are __________ conjunctions. SUBORDINATE

26. Conjunctions may be subdivided into two types: those that join parts of equal rank, __________ conjunctions; those that join parts of unequal rank, __________ conjunctions. COORDINATE SUBORDINATE

27. A word which connects and relates a noun or pronoun to some other part of the sentence is called a __________. PREPOSITION

28. Prepositions function in somewhat a fixed pattern; that is, they are generally followed by a noun or pronoun called the ______ of the preposition. OBJECT

29. A word that connects parts of a sentence and indicates whether the part is coordinate or subordinate is called a __________. CONJUNCTION

30. The ______ of a preposition is usually a noun or pronoun. OBJECT

REVIEW LESSON NO. 1

This is a review lesson. Each time you push the button a new frame will appear. After you complete the ten frames, give your answer tape to the supervisor and go on to the next unit.

1. A sentence is divided into two main parts called the _______ _______ and the _______ _______.

2. The part of the sentence that names the thing talked about is called the _______.

3. The part of the sentence that makes some assertion concerning the something talked about is called the _______.

4. The parts of speech that perform a naming function are _____ and _______.

5. The part of speech that performs an asserting function is called a _______.

6. The parts of speech that perform a modifying function are _______ and _______.

7. The parts of speech that perform a connecting function are _______ and _______.

8. A _____ is the name of a _____, _____, or _____. (First answer will be a part of speech.)

9. A _____ expresses _____, _____, or _____ of _____. (First answer will be a part of speech.)

10. A word that modifies a noun or pronoun is called an _______; a word that modifies a verb is called an _____.

UNIT II

Lesson 1

Direct Objects

1. Men watched.

A sentence consists of two basic parts: a subject and a ________. PREDICATE

2. Men watched.

Sometimes a single word, such as the noun men, is the subject and sometimes a single word, such as the verb watched, is the ________. PREDICATE

3. The old men watched intently.

The and old modify men; intently modifies watched. We have added modifiers, but we have not changed the relationship between men, the s______, and watched, the p_______. SUBJECT PREDICATE

4. The men watched the boat.

Frequently, something is required to complete the assertion the verb has begun. In the expression "the men watched the boat," boat ________ the assertion of the verb. COMPLETES

5. The men watched the boat.

The something that completes the verb is called a complement. Hence, the noun boat is called a ________. COMPLEMENT

6. The young lawyer became an executive.

The noun executive renames, in a sense, the subject and completes the verb. Executive is also a compl_ment. COMPLEMENT

7. Now we are ready to expand our concept of predicate. The verb plus any complement becomes the predicate of the sentence. In "the men watched the boat," the verb watched with its complement boat, is the ________ of the sentence. PREDICATE

8. In the expression "the old men watched the boat intently," the verb watched with its complement boat is the ________ of the sentence. PREDICATE

9. In the expression "the sales manager became secretary," the verb became with its complement secretary is the ________ of the sentence. PREDICATE

10. The predicate, then, is the verb and its com_ _ _ment. COMPLEMENT

11. In this unit we shall discuss the various kinds of complements that follow verbs. The something that completes a verb is called a c________. COMPLEMENT

12. We have a subject and a verb in "the thirsty men wanted," but the assertion about the subject seems incomplete. We immediately ask: "wanted what?" They wanted water. The word which completes the assertion is _____. WATER

13. The strong man lifts.

The verb lifts does not complete the assertion about man. You ask, "____ does the man lift?" WHAT

14. The strong man lifts the weight.

The word which completes the assertion and receives the action of the verb is "the ______." WEIGHT

15. The voters elected.

Since the assertion does not appear to be complete, we ask at least two questions. They elected what? whom? The answer to such questions will be a com_ _ _ _ _nt after the verb elected. COMPLEMENT

16. The voters elected a governor.

"Governor" completes the action of the verb, naming who received the action. "Governor" is called a __________. COMPLEMENT

17. Mickey Mantle broke his bat.

The word bat receives the action of the verb _____. BROKE

18. The pitcher threw the ball.

The word ____ receives the action of the verb threw. BALL

19. The pitcher threw the ball.

The action of the verb passes from the subject directly to an object. That is, the action of the verb threw passes over to the object ____. BALL

20. The pitcher threw the ball.

We call ball a direct object. The action of the verb is said to pass over to the d____ object ball. DIRECT

21. He touched the flower.

Flower receives the action of the verb touched. Flower is called a d_ _ _ _ _ o_ _ _ _ _. DIRECT OBJECT

22. The architect drew the plans.

The noun plans, which receives the action of the verb drew, is called the ______ ______. DIRECT OBJECT

23.	In the examples, the verbs--threw, hurled, drew, touched, and so forth--express action. Each was followed by a noun called a direct ______.	OBJECT
24.	A direct object is one kind of complement. A complement following a verb expressing action is called a ______ ______.	DIRECT OBJECT
25.	A direct object is a noun which receives the a_ _ _ _ _ of a verb.	ACTION
26.	A direct object rec_ _ves the action of the verb. (Note the spelling of the word in your answer.)	RECEIVES
27.	He took her to the dance. In the previous examples a noun has been used as the direct object. In this example, the pronoun her receives the action and is also called a ______ ______.	DIRECT OBJECT
28.	We may state, then, that a direct object may be either a n_ _ _ or a p_ _ _ _ _ _.	NOUN PRONOUN
29.	A direct object is a ____ or _______ which receives the action of a ____.	NOUN PRONOUN VERB
30.	We may state the rule another way. Complements that follow verbs expressing action are called ______ _______.	DIRECT OBJECTS

[redacted]

Lesson 2

INDIRECT OBJECTS

1. The subject of a verb will be either a ____ or a _______ (parts of speech).

NOUN
PRONOUN

2. The direct object of a verb will be either a ____ or a _______ (parts of speech).

NOUN
PRONOUN

3. A noun or pronoun when used as the direct object of a verb will be in the o _ _ _ _ _ i v e case.

OBJECTIVE

4. A direct object rec_ _ves the action of the verb.

RECEIVES

5. In the subject-verb-direct object pattern, the verb expresses ______.

ACTION

6. The direct object tells who or ____ receives the action.

WHAT

7. Father gave an automobile.

In the sentence above, a noun follows the verb. Automobile receives the action of the verb and is called the ______ ______.

DIRECT OBJECT

8. Father gave John an automobile.

Note that there are two nouns following the verb. However, the word that answers the question "what?" (he gave what?) is still the word __________.

AUTOMOBILE

9. Father gave John an automobile.

The word John answers the question to whom? or for whom? with relation to the verb. The word automobile answers directly what? and is a ______ object.

DIRECT

10. Father gave - to whom? what?
Father gave John an automobile.

The answer to whom "Father gave an automobile" is the word ____.

JOHN

11. Father gave John an automobile.

The object which was given is "an automobile." John is indirectly involved; he is the person to whom the automobile was given. We call John an _ _direct object.

INDIRECT

12. The indirect object answers the question __ whom? or for whom? with relation to the verb.

TO

13. When two objects are present in a sentence, the word that answers what? or whom? with relation to the verb will be the ______ object. The answer to to whom? or for whom? will be the ________ object. DIRECT INDIRECT

14. Hawthorne brought America literary recognition.

The word that answers "brought what?" is __________. RECOGNITION
The word that answers "brought for whom" is _______. AMERICA

15. Tom built the dog a cage.

In the sentence above, that which names the person or thing to whom or for whom with relation to the verb and the direct object is the ________ object dog. INDIRECT

16. The person or thing to which, for which, to whom, or for whom with relation to the verb and direct object is called an _ _ _ _ _ _ _ _ object. INDIRECT

17. The class presented the professor a watch.

This sentence contains two objects. The word professor names to whom the direct object "is presented" and is the ________ object. INDIRECT

18. The class presented the professor a watch.

The word watch answers the question "what?" (The class presented what?) and is the ______ object. DIRECT

19. He promised England victory.

The noun England is an ________ object. It answers the question __ whom the subject "promised victory." INDIRECT TO

20. Lucy bought Mother a handkerchief.

The word that answers the question "bought what?" is ___________; the answer to "bought for whom?" is ______. HANDKERCHIEF MOTHER

21. The teacher assigned the class a problem.

The indirect object is _____; the direct object is ______. CLASS PROBLEM

22. We taught our children basic principles.

If a sentence contains two objects, the first will usually be an ________ object and the second a ______ object. INDIRECT DIRECT

23. We taught our children basic principles.

The subject of this sentence is __; the indirect object is ________; the direct object is _________. WE CHILDREN PRINCIPLES

24. The Librarian sent the student a letter. The indirect object is ______; the direct object is _____.	STUDENT LETTER
25. The owner fed the horse carrots. The indirect object is ____; the direct object is ______.	HORSE CARROTS
26. The convicted spy gave the reporter his story. The indirect object is _______; the direct object is ____.	REPORTER STORY
27. An _______ object usually precedes (comes before) a _____ object.	INDIRECT DIRECT
28. The noun or pronoun that answers who? or what? directly with relation to the verb is called the _____ object.	DIRECT
29. The noun or pronoun that answers to whom or for whom with relation to the verb and direct object is called the _______ object.	INDIRECT
30. A noun or pronoun used as an indirect object will be in the o _ _ _ _ _ i v e case, as will be the direct object.	OBJECTIVE

UNIT II

Lesson 3

Predicate Nominatives

1. A typical English sentence is composed of a subject and a verb. The assertion of the verb may be completed by a c o m p _ _ _ _ _ _. COMPLEMENT

2. Other elements or parts of a sentence--modifiers and connectors--stand in some relationship to the subject, verb, and c _ _ _ _ _ _ _ _ _. COMPLEMENT

3. The frame of a sentence may be composed of a subject and verb or a subject, verb, and c ________. COMPLEMENT

4. We have discussed one kind of complement that completes a verb. The complement completing a verb expressing action is called a d____ o____. DIRECT OBJECT

5. In our definition of a verb, we stated that verbs, express a_ _ _ _ _, being, or state of being. ACTION

6. Verbs that express state of being, such as appears, seems, becomes, remains, show no action. In the expression "the ranking player becomes captain," the verb becomes does not express _____. ACTION

7. The verb becomes expresses a state of being. Note the difference between "student becomes the captain" and "student hit the captain." The verb becomes does not express _____. ACTION

8. He was an excellent player.
He occupied a key position.

The words player and position are both part of the predicate and are both com_ _ _ _ _ _ _ _. COMPLEMENTS

9. He occupied a key position.

The word position receives the action of the verb and is a _____ _____. DIRECT OBJECT

10. He was an excellent player.

The word player renames, tells more about, the subject. Player is one kind of c _ _ _ _ _ _ _ _ _ but not a direct object. COMPLEMENT

11. A verb may function chiefly to connect a subject with a noun or pronoun in the predicate. In the expression "he was a player," the subject he is connected with player by the verb ___. WAS

12. A verb connecting the subject with a word in the predicate is called a linking (or copulative) verb. In the expression "the man is a teacher," is is used as a l _ _ _ _ _ _ verb. LINKING

13.	A verb used to connect a subject with a word in the predicate is called a ______ (or copulative) verb.	LINKING
14.	Forms of be are most commonly used as linking verbs. In the expression "the girl was she," the pronoun she is part of the p_______ and is linked with the subject by the verb ___.	PREDICATE WAS
15.	The man is a doctor. It was he. Linking verbs are complemented by nouns or pronouns called predicate nominatives. The words doctor and he are called predicate _________.	NOMINATIVES
16.	The author revised his book. The word book complements the verb revised. The word revised expresses action and is followed by book which is its _____ _____.	DIRECT OBJECT
17.	A direct object complements a verb expressing _____, and a predicate nominative complements a ______ verb.	ACTION LINKING (COPULATIVE)
18.	A noun or pronoun that complements a linking verb is called a p_______ n_______.	PREDICATE NOMINATIVE
19.	A noun or pronoun that complements a verb expressing action is called a ______ ______.	DIRECT OBJECT
20.	Several other verbs besides the forms of be are used as linking verbs. A linking verb functions chiefly to connect the ______ with a word in the predicate.	SUBJECT
21.	In the expression "he became a lawyer," became functions as a ______ verb.	LINKING (COPULATIVE)
22.	He remains a soldier. The verb remains renames the subject and connects it with a word in the predicate. The verb remains functions as a ______ verb.	LINKING (COPULATIVE)
23.	He seemed a strange person. The verb seemed links the noun person with the subject. The verb seemed functions as a ______ ____.	LINKING VERB (COPULATIVE)
24.	The predicate nominative refers to the same thing as or renames the s_____.	SUBJECT
25.	The victim was a housewife. The victim was she. Note that when a pronoun complements a linking verb, the subject form and not the object form of the p_____ is used.	PRONOUN

26. The victim was she.
She was the victim.

The form of the pronoun used as a predicate nominative is the same form that is used as the s _ _ _ _ _ _.

SUBJECT

27. Predicate nominatives are more likely to be nouns than personal pronouns. Remember, however, that after a linking verb, the s______ form of a pronoun is used.

SUBJECT

28. The speaker answered him.

After a verb expressing action, the objective form of a ______ is used.

PRONOUN

29. The students liked the professor.
The students liked him.

Only the objective form of a pronoun may take the place of a noun used as a ______ ______.

DIRECT OBJECT

30. Only the subject form of a pronoun may take the place of a noun used as a ________ _________.

PREDICATE NOMINATIVE

UNIT II

Lesson 4

Predicate Adjectives

1. Many sentences contain a subject, a verb, and a c________. COMPLEMENT

2.
S V O
The boys studied the book.
This book is the text.

Previously we discussed two kinds of complements. The noun book is a DIRECT OBJEC
d_____ o_____ and the noun text is a p________ n________. PREDICATE NOMINATIVE

3. A verb expressing action and its subject may make a complete assertion (dogs fight). It may require a complement called a d_____ o_____, like cats in "dogs fight cats," to complete the assertion. DIRECT OBJEC

4.
S V C
This book is the text.
This book is readable.

The noun text and the adjective readable complete the linking verb. In other words, text and readable c _ _ _ _ _ m e n t the linking verb. COMPLEMENT

5. This book is readable.

The adjective readable refers to, modifies, the subject. In this lesson, we shall study _ _ _ _ _ _ _ _ _ _ used as complements. ADJECTIVES

6. This book is readable (or this readable book).

The word readable describes the noun book. As a part of speech, readable is an ________. ADJECTIVE

7. The strong man.
The man is strong.

The word strong describes the noun man. As a part of speech, strong is an ________. ADJECTIVE

8. We called a noun or pronoun following a linking verb a predicate nominative. We may call an adjective that follows a linking verb a ________ adjective. PREDICATE

9. We call the adjective readable in "this book is readable" a ________ adjective. PREDICATE

10. Linking verbs are complemented by adjectives called ________ adjectives PREDICATE
or by nouns or pronouns called ________ __________. PREDICATE NOMINATIVES

11. For all practical purposes a linking (copulative) verb not complemented by a noun or pronoun will be complemented by an a _ _ _ _ _ _ _ _.

ADJECTIVE

12. Actually, the use of an adjective after a form of be presents few problems. For example, you know the word that fits the blank in "the steak was ____" will be a noun, pronoun, or an ________.

ADJECTIVE

13. Note, however, that other verbs frequently function chiefly to link the subject with a noun, pronoun, or adjective in the p _ _ _ _ _ _ _ _.

PREDICATE

14. A) He remains a coach.
B) He remains successful.

In A) the verb remains links a noun with the subject, and in B) the verb links an ________ with the subject.

ADJECTIVE

15. The executive appears trustworthy.

Trustworthy (an adjective) describes the subject through the verb. Therefore, trustworthy is a predicate ________; and appears functions as a ______ verb.

ADJECTIVE
LINKING

16. The bull seems angry.

The verb seems expresses a state of being.
The word angry modifies the subject.
Therefore, angry is a _________ ________.

PREDICATE
ADJECTIVE

17. The man turned the corner.

In this sentence the verb turned expresses action and is complemented by the noun corner which is called the d_____ o_____.

DIRECT OBJECT

18. The weather turned cold.

In this sentence the verb turned does not express action but functions to link the subject _______ with the adjective ____.

WEATHER
COLD

19. Verbs having to do with the senses frequently function as linking verbs. In the expression "the fable sounds unbelievable," sounds links the subject _____ with the adjective ___________.

FABLE
UNBELIEVABLE

20. In the expression "his story sounds unbelievable," the verb sounds refers to the sense of hearing of an observer. Sounds, then, is a verb having to do with one of the five _____.

SENSES

21. A) The sweet cake
B) The cake tastes sweet.

In B) the word sweet describes cake through the verb. The word tastes functions as a l______ verb and sweet as a ________ ________.

LINKING
(COPULATIVE)
PREDICATE
ADJECTIVE

22. But if we say "I tasted the cake," cake receives the action of the verb. Tasted is not a linking verb here, for it takes a direct _____.

OBJECT

23. S LV p.a. S V O
A) I feel well. B) I feel the lumps.

In A) feel does not express action and is followed by a predicate ________; in B) feel expresses action and is followed by a direct ______. **ADJECTIVE** **OBJECT**

24. A) Tom felt the glass (with his hand).
B) The glass felt smooth (to touch).

In A) felt expresses action and is followed by a ______ ______, but in B) felt is a linking verb and is followed by a ________ ________. **DIRECT OBJEC** **PREDICATE** **ADJECTIVE**

25. When a man says "I feel badly," he means that his sense of touch has been dulled by injury to his fingertips. In this example, badly functions as an _ _ _ _ _ _, modifying the verb feel. **ADVERB**

26. When a man says "I feel bad," he means that he is in ill health. In such an instance, the word bad is a predicate ________, describing I through the linking verb feel. **ADJECTIVE**

27. The verbs tastes, smells, feels, looks,--all verbs referring to the senses--may be used as _______ (or copulative) verbs. **LINKING**

28. Linking verbs require a n___, p______, or an a________ to complete the assertion begun by the verb. **NOUN** **PRONOUN** **ADJECTIVE**

29. If the complement following a linking verb renames a subject, it is called a ________ _________. **PREDICATE** **NOMINATIVE**

30. If the complement that follows a linking verb modifies the subject, it is called a ________ ________. **PREDICATE** **ADJECTIVE**

REVIEW LESSON NO. 2

This is a review lesson. Each time you push the button a new frame will appear. After you complete the ten frames, give your answer tape to the supervisor and go on to the next unit.

1. A word that completes the assertion begun by a verb is called a ______.

2. The complement that follows a verb expressing action is called a ________ ________.

3. For all practical purposes, when a verb expressing action is followed by two objects, the first is called an _______ object and the second is called a _____ object.

4. A _____ object tells who or what received the action of the verb.

5. An _______ object tells to whom or for whom the action of the verb is performed.

6. The complement that follows a linking verb will be called a ________ _________ or a ________ ________.

7. Direct objects occur after verbs expressing _____; predicate nominatives (adjectives) occur after ______ verbs.

8. Sammy Baugh became a xxx last year.

   The type complement needed to complete the blank is a _______ _______.
   (Direct object, predicate nominative, or predicate adjective)

9. Shakespeare wrote xxx .

   A _____ object is needed to complete the frame.

10. Sawyer brought xxx his textbook.

    An _______ object is needed to complete the blank.

UNIT III

Lesson 1

Finite Verb Forms

1. Thus far we have merely defined the function of and learned to recognize a verb. In this unit we shall view the verb in its larger aspects. The essential word in the complete predicate is the ____. VERB

2. Nearly everybody talks.

The verb in this sentence is talks. The verb talk fits a meaningful pattern of I talk, you talk, he _____, we ____, they ____. (Complete the blanks.) TALKS TALK TALK

3. Most people write.

Perhaps you have noticed two things about a verb. It makes an assertion about the subject and it fits a meaningful pattern, such as: I write, he ______, we write, they _____. WRITES WRITE

4. A verb that makes an assertion about the subject and fits a meaningful pattern is called a finite verb. In "most people write," the word that makes an assertion about the subject people is write. Write is a f_____ verb. FINITE

5. The term finite comes from the Latin finire, "to limit." A verb capable of making an assertion about the subject is a f_ _ _ _ _ verb.. FINITE

6. A finite verb is a verb capable of making an ________ about the subject. ASSERTION

7. Finite verbs undergo change to show person and number. "I write" indicates the first person singular. "We write" indicates the first person p l _ r a l. PLURAL

8. A sentence must contain a subject and a _____ verb form. FINITE

9. "He (she, it) writes" indicates the third person s_______. "They write" indicates the third person p_____. SINGULAR PLURAL

10. I walk you walk he walks we walk they walk

The word walk is a finite verb. One word in the example shows a change in its ending. The third person s_______ (present tense) ends in s. SINGULAR

11. I drive you drive he drives we drive they drive

We may now make another observation about a finite verb. A finite verb ending in s is used with _____ person singular (present tense). THIRD

12. The word build is a finite verb. The third person singular (present tense) form of this verb is ______. BUILDS

13. Read is a finite verb. Reads is the _____ person singular (present tense) form of this verb. THIRD

14. The third person singular (present tense) form of the finite verb come is _____. COMES

15. We know three things about a finite verb.

A. A finite verb makes an assertion about the _______. SUBJECT

16. B. The present and past of a ______ verb fit into a meaningful pattern with a subject. FINITE

17. he knows the lawyer knows

C. A present tense singular verb used with he, she, it, or a singular noun ends in the letter _. S

18. A single word p _ _ _ _ _ _ tense or p _ _ _ tense form of a verb fits into a meaningful pattern with another word called the _ _ _ _ _ _ _. PRESENT-PAST SUBJECT

19. A present tense singular verb used with a third person singular ends in s in the _______ tense. PRESENT

20. We have noted that a finite verb undergoes change to show person and number. A finite verb also undergoes change to show tense, or the time of an assertion or occurrence. Up to now, the verbs we have used have been in the pr_sent tense. PRESENT

21. He resists change.
He resisted change.

To show past tense, the letters _ _ are added to the verb resist. ED

22. Most verbs in the English language add d or _ _ to the basic word to indicate past tense. ED

23. The verbs talk, cheat, and jump add the letters __ to form their past tense. The verbs prepare, smile, and communicate add the letter _ to form their past tense. ED D

24. A few verbs form their past tense with t. For example, the past tense of lend is lent, and the past tense of mean is _____. MEANT

25. Resumed asked crept

Regular verbs end in the letters _, __, or _ to show past tense. D ED T

26. Notice that the past tense forms of finite verbs also fit a pattern: I acted, he acted, we acted, they acted. All past tense forms of act end with the letters __. ED

27. All the ____ tense forms of ponder end with the letters __.
PAST
ED

28. Give the past tense forms of love.

he _____, we _____, they _____.
LOVED
LOVED
LOVED

29. Now we can add another observation about a finite verb. Present tense verbs change their endings to agree with the subject (he resists, we resist); but most ____ tense forms do not change (he resisted, we resisted) their endings.
PAST

30. A word capable of indicating tense (past or present) and making an assertion about the subject is called a ______ verb.
FINITE

UNIT III

Lesson 2

Transitive Intransitive Verbs

1. We have observed that a finite verb has two forms: a present and a past form, and is capable of making an assertion about the ______. **SUBJECT**

2. There are two types of finite verbs--those which express action and those which express being or state of being.

The children jumped for joy.

The verb jumped expresses ______. **ACTION**

3. The children were (or became) happy.

Were (or became) expresses being or state of _____. **BEING**

4. We rejoice in our good fortune.

Rejoice expresses a _____ of being, or action of the mind. **STATE**

5. The athlete lifted the rock.

The finite verb lifted expresses action and the action passes over from the subject to a ______ object. **DIRECT**

6. The athlete lifted the rock.

The action passes over from the ______ athlete to the ______ ______ rock. **SUBJECT** **DIRECT OBJECT**

7. The athlete lifted the rock.

When the action passes over from a subject to a direct object, we have a transitive verb. The finite verb lifted is a __________ verb. **TRANSITIVE**

8. Transitive comes from a Latin word transitivus (trans, meaning across and ire, to go). Therefore, a __________ verb expresses an action as going across. **TRANSITIVE**

9. S V O
George threw the ball.

Here the action passes over from George, the subject or doer, to ball. Threw, then, is a t _ _ _ _ _ _ _ _ _ verb. **TRANSITIVE**

0. Students buy football tickets.

The action passes over from the subject students to the ______ object tickets. **DIRECT**

11. Students buy football tickets.

The finite verb buy is a t__________ verb. TRANSITIVE

12. New York won the pennant.

The finite verb won is a __________ verb and pennant is a ______ ______. TRANSITIVE DIRECT OBJEC

13. The gambler lost his money.

Lost is a __________ verb, and money is the ______ ______. TRANSITIVE DIRECT OBJEC

14. The bank president plays touch football.

Again we have a __________ verb and a ______ ______, which is the receiver of the action. TRANSITIVE DIRECT OBJEC

15. I possess a dog.

Although there is not much action in owning a dog, nevertheless, dog is the direct object. The verb possess is a __________ verb. TRANSITIVE

16. Some soldiers have swords.

Swords is the ______ ______. Have is a __________ verb because the subject operates through a verb upon a receiver, little though the action may be. DIRECT OBJEC TRANSITIVE

17. They sing a song.
They own a car.

The direct object is the key to the kind of verb. The verbs above are __________ verbs. TRANSITIVE

18. A transitive verb requires a receiver of the action. A verb is either t__________ or not t__________. TRANSITIVE TRANSITIVE

19. A verb is transitive if it has a ______ ______. DIRECT OBJEC

20. A verb is transitive if it is complemented by a ______ ______. DIRECT OBJEC

21. A verb which is not transitive is said to be intransitive. An intransitive verb is not complemented by a ______ ______. DIRECT OBJEC

22. The principal parts of a verb are either finite or nonfinite. A finite verb form may be either t__________ or i____________ depending upon what follows it. TRANSITIVE INTRANSITIVE

23. Finite verbs are divided into two kinds. A finite verb followed by a direct object is a t__________ verb. TRANSITIVE

24. A finite verb not followed by a direct object is called an ____________ verb. INTRANSITIVE

25. He ran quickly.

Although there is action in ran, the subject does not pass it over into a direct object. Hence we have an ___________ verb. INTRANSITIVE

26. A finite verb expressing action that makes a complete assertion--is not complemented by a direct object--is an ___________ verb. INTRANSITIVE

27. In a previous unit we learned that verbs may be complemented by a predicate nominative, a predicate adjective, or a ______ ______. DIRECT OBJECT

28. Finite verbs complemented by a direct object are transitive verbs. Finite verbs complemented by a predicate nominative are not transitive verbs but ___________ verbs. INTRANSITIVE

29. John became a research assistant.

The linking verb became expresses a state of being. It expresses no action and is an ___________ verb. INTRANSITIVE

30. Because linking verbs do not express action and link a word in the predicate to the subject, they are ___________ verbs. INTRANSITIVE

UNIT III

Lesson 3

Verb Phrases

1. So far we have discussed single word finite verb forms. We know that a finite verb has a present tense form (we begin) and a ____ tense form (we began). PAST

2. Tense is a grammatical term used to describe a finite verb and, in a general way, to refer to time. Present tense verbs change endings to agree with the subject (e.g., he begins, we begin). Most ____ tense forms do not change (he began, we began). PAST

3. Most verbs have four principal parts, two of which are finite and two of which are nonfinite. A verb capable of making an assertion about the subject and showing tense is a ______ verb form. FINITE

4. eat ate
   eating eaten

   Of the principal parts of the verb eat, two are finite and two are nonfinite. In other words only the single words ___ and ___ fit the pattern "we ____" and are finite. EAT ATE

5. The single word eats in "he eats anything" is a _______ tense form and ate in "he ate nothing" is a ____ tense form. PRESENT PAST

6. He eating, we eating, they eaten

   However, the single word eating and eaten do not indicate tense or make an assertion about the subject. These words are _ _ _finite verb forms. NONFINITE

7. Of the four principal parts of the verb--drink--drink, drinking, drank, and drunk--the present form drink(s) and the past form _____ are finite. DRANK

8. The forms drinking and drunk do not indicate tense and are ________ forms. NONFINITE

9. Of the principal parts of do, the forms do/does and did are ______ forms and doing and done are _______ forms. FINITE NONFINITE

10. go/goes going went gone

    Of the principal parts of the verb go, the forms go/goes and went are finite forms and _____ and ____ are _________ GOING GONE NONFINITE

11. We may state that the single word present forms (we grow cotton) and the single word past form (we grew peanuts) are ______ verb forms. FINITE

12. The other two single-word verb forms (e.g., growing, grown) are _________. NONFINITE

13. A verb form that is not capable of making an assertion or indicating present or past tense is a ________ verb form. NONFINITE

14. You are probably wondering how these nonfinite forms are used. For now, remember the distinction between finite and nonfinite. A finite verb is capable of making an ________ about the subject without the help of another verb. ASSERTION

15. The words going, having, being, and so forth are all ________ verb forms. NONFINITE

16. We may state, therefore, that verb forms ending with the letters ing are ________ verb forms. NONFINITE

17. he is going we were fighting they have driven

From what you already know about the language, you recognize these as phrases capable of making an assertion. However, each nonfinite form has a helper or a h _ _ _ i n g verb. HELPING

18. A finite verb form that helps a nonfinite form is called a helping or an auxiliary verb. The verb is in the expression "he is going" is a helping or an a _ _ _ _ _ a r y verb. AUXILIARY

19. A nonfinite verb form plus a helping or auxili_ry verb is referred to as a finite verb phrase. AUXILIARY

20. An a _ _ i l i _ _ _ verb with another verb equals a finite ____ phrase. VERB

21. Forms of the verb be and have occur most frequently as auxiliaries. As a review complete the blanks with the present and past forms of be.

Present: you ___ Past: she w _ _ ARE-WAS
he __ they w _ _ _ IS-WERE
we ___ you w _ _ _ ARE-WERE

22. you are you were

Note that the combination "you was" is substandard. The finite forms of be that agree with you are ___ (present tense) and ____ (past tense). ARE WERE

23. The words am, is, are, was, and were are the _______ verb forms. Being and been are ________ forms. FINITE NONFINITE

24. The form having is a ________ form of the verb have. NONFINITE

25. The finite forms of be and have frequently function chiefly as helping or ________ verbs. AUXILIARY

26. In the expression "he was losing money," the a________ verb was helps the n________ verb form losing form a finite verb phrase. AUXILIARY NONFINITE

27. The verb phrase "was losing" in "he was losing" is a f _ _ _ _ _ verb phrase. FINITE

28. However, the phrases "being prepared" or "been preparing" are nonfinite phrases because being and been are ________ forms.

NONFINITE

29. In a finite verb phrase, the first verb form, the auxiliary, is a ______ form (e.g., has, is, am, was, had, etc.).

FINITE

30. If you understand the distinction, you will have no trouble selecting the finite verb phrase.

1. having reported
2. is preparing
3. being prepared.

IS PREPARING

31. If you missed the last item, redo the entire lesson, the distinction between finite and nonfinite verb forms is basic to sentence structure.

UNIT III

Lesson 4

Verb Phrases--Passive Construction

A verb is (transitive, intransitive?) if it is complemented by a direct object.	TRANSITIVE
That which is acted upon by a transitive verb, such as paper in "he typed his paper," is called the direct ______ of the verb.	OBJECT
The direct object names the direct receiver of the action. Direct objects occur only after t________ verbs.	TRANSITIVE
The direct object of a verb is the r e c _ _ v e r of the action of a transitive verb.	RECEIVER
Another characteristic of transitive verbs is that the object can be made the subject. In the sentence "the people rebuilt the dike," the subject is ______ and the direct object is ____.	PEOPLE DIKE
In the sentence "the dike was rebuilt by the people," the subject of the verb phrase was rebuilt is the noun ____.	DIKE
A) The people rebuilt the dike. B) The dike was rebuilt by the people. Several things happened grammatically to change sentence A into B. In sentence A we know that the finite verb rebuilt is a t________ verb because it is complemented by a ______ ______.	TRANSITIVE DIRECT OBJECT
A. The people rebuilt the dike. B. The dike was rebuilt by the people. In order to make the receiver of the action in sentence A the subject in B we must change the single word finite verb (rebuilt) into the finite verb phrase ___ _______.	WAS REBUILT
A. The people rebuilt the dike. B. The dike was rebuilt by the people. We are now ready to give labels to the two constructions. Sentence A is said to be in the active voice. That is, the subject performs the action which passes over to a ______ ______.	DIRECT OBJECT
The people rebuilt the dike. If the subject of the transitive verb is the doer of the action, the verb is in the ______ voice.	ACTIVE

11. The dike was rebuilt (by the people).

The subject is the receiver of the action and the verb is in the passive voice. In a passive voice construction, the subject is not the performer but the ________ of the action.
RECEIVER

12. The dike was rebuilt by the people.

If the subject of a transitive verb is the r _ _ _ _ _ _ _ of the action, the construction is in the passive voice.
RECEIVER

13. You have probably observed that a single word transitive verb is used in an a_____ construction, but a verb phrase is always used in a p______ construction.
ACTIVE
PASSIVE

14. Although the list of transitive verbs is a long one, many verbs are excluded. We can say "he kneels at the altar," but we do not transform the object to say "the altar was knelt." The finite verb kneel is not a t_________ verb.
TRANSITIVE

15. Another function of the auxiliary be is to form the p_____ voice of a transitive verb.
PASSIVE

16. In the expression "the food was eaten," the auxiliary was, with the nonfinite form eaten, is used to form the _______ voice.
PASSIVE

17. The people elected the governor.

As "the people" are the doers of the action, the sentence above is in the a _ _ _ _ _ voice.
ACTIVE

18. The people elected the governor.

To change this sentence into a passive construction, we make the object the subject and change the single word verb elected to the verb phrase "___ elected" (The governor ___ elected by the people).
WAS
WAS

19. Mark Twain wrote Old Times on the Mississippi.

This sentence contains a transitive verb in the active voice. In the passive voice, the sentence would read: Old Times on the Mississippi ___ _______ by Mark Twain.
WAS WRITTEN

20. The man was seen running from the bank.

In this sentence the subject is not the doer--he "was seen" by someone. The subject is the receiver of the action and the sentence is in the p _ _ _ _ _ _ voice.
PASSIVE

21. George flew a kite.

Flew is in the _____ voice because George acts upon kite.
ACTIVE

22.	The kite was flown by George. The verb phrase "was flown" is in the ______ voice.	PASSIVE
23.	We can use a form of the auxiliary have plus been to form the passive. The verb phrase "had been flown" in "the kite had been flown" is in the ______ voice.	PASSIVE
24.	In order to change a sentence into a passive voice, we must have a finite verb that is followed by a direct object; that is, we must have a t________ verb.	TRANSITIVE
25.	The kite had been flown. Then, we change the single word transitive verb into a finite verb phrase, using a form of the auxiliary be or a form of have plus b _ _ _.	BEEN
26.	The verb phrases "was built," "was being built," "had been built" are in the ______ voice.	PASSIVE
27.	Verb phrases in the passive voice are f____; that is, they are capable of making an assertion.	FINITE
28.	We know three things about auxiliaries, especially about the forms of be and have. An auxiliary, with a nonfinite verb form, forms a finite ____ phrase.	VERB
29.	The forms of be with a nonfinite verb ending in -ing (is fighting) form a finite ____ phrase.	VERB
30.	Finite forms of be and have (plus been) are used with a nonfinite form of a transitive verb such as begun, eaten, done, and so forth to form the ______ voice.	PASSIVE.

UNIT III

Lesson 5

Tenses and Participles

1.	Tense refers to the form a finite verb takes to indicate whether it is past or not past. The verb form "resisted" in "he resisted change" is a ____ tense form.	PAST
2.	To avoid any possible confusion think of "tense" as a label for the two finite verb forms. That is, the present and past tense forms are both ______ verb forms.	FINITE
3.	Actual time is indicated by context as well as by verb form. "The lease expires tomorrow" refers to future time, but the verb expires is a P_ _ _ _ _ t tense form.	PRESENT
4.	The words ride, rides (I ride, he rides) are ______ tense forms.	PRESENT
5.	The word rode in "he rode" is a ____ tense form.	PAST
6.	The present tense form of write used with I or we is _____ (we xxx); the present tense form used with he or she is ______ (he xxx).	WRITE WRITES
7.	The single-word past tense form of write is wr_te, regardless of the subject.	WROTE
8.	English has no single-word verb form that expresses future tense. A future tense is made by the use of shall and will. Shall and will are auxiliaries used to form the ______ tense.	FUTURE
9.	The basic verb--such as be, start, learn, write--is used with the auxiliaries _____ and ____ to form what is called the future tense.	SHALL WILL
10.	Most verbs have four principal parts. write wrote writing written Of these parts two are finite and two are _________ forms.	NONFINITE
11.	The single word present tense (begin/begins) and the single word past tense (began) are all f_____ verb forms.	FINITE
12.	We can give names to the nonfinite form. The forms ending in "_ing" we call present participles and forms like begun and driven we call past p__________	PARTICIPLES
13.	The label "present participle" is not very important since all forms end with the letters _ _ _.	ING

14. Actually the labels present and past participles are unfortunate because participles do not show tense in the same way as finite verb forms. Tense refers to the two ______ verb forms. FINITE

15. However, we need the labels present and past participle to discuss the uses of nonfinite verb forms. Such nonfinite forms as driven and written are past __________s. PARTICIPLES

16. As a review, a passive construction, such as was driven, had been driven is composed of an auxiliary and a past part_ _ _ple. PARTICIPLE

17. The auxiliary is either a present or past tense form. The single-word nonfinite form is not capable of indicating t _ _ _ _. TENSE

18. But with present and past participles, an aux_ _ _ary is always used to form a finite verb phrase. The single-word participle does not indicate t _ _ _ _. AUXILIARY TENSE

19. I prepared food.

Most verbs form the past tense by adding the letters __ to the present. ED

20. There are about 90 verbs that undergo a vowel change to form the past tense and past participle.
write, wrote, drive, drove, ride, rode
For example, in each of the verbs above, the vowel _ is changed to the vowel _ to form the past tense. I O

21. begin come run drink
began came ran drank

In each these verbs undergo a vo_ _ _l change to form the ____ tense. VOWEL PAST

22. Nevertheless, most verbs follow the pattern of learn. That is, learn/learns and learned are _______ and ____ tense forms. PRESENT PAST

23. The past participle form of learn is learned. The form learned in "have learned" is a past _________ because it is used with an auxiliary. PARTICIPLE

24. The problem is obvious. How can you tell whether a verb ending in "ed" is a past tense form or a past participle? In a general way, if a verb ending in ed (or d or t) occurs in a verb phrase, it is a p___ p________. PAST PARTICIPLE

25. Remember, a finite verb is always tied to a subject. In the expression "Tom persuaded the others," the combination "Tom persuaded" is basic to the expression. The verb persuaded is a f_____ form indicating ____ tense. FINITE PAST

26. A finite verb is always tied to a subject. In the expression "Tom was persuaded by the others," Tom is the subject of the finite verb phrase ___ _________. WAS PERSUADED

27. The verb persuaded in the passive construction "was persuaded" is a past pa_______. PARTICIPLE

29.	Tom, persuaded by the others, left. Notice that persuaded is not tied to the subject in the same way as left. The combination "Tom left" is a basic one. The nonfinite form persuaded is a ____ participle.	PAST
30.	We will discuss the other functions of nonfinite verb forms later. The distinction between finite and nonfinite forms is an important one. The single word present and past tense forms are _____ verb forms.	FINITE

UNIT III

Lesson 6

Irregular Verb Forms

1. In the last lesson, we noted that about 90 verbs in English undergo a vowel change to form the p_ _ _ tense, such as drink to drank, and to form the ____ participle, such as drunk.	PAST PAST
2. Neither finite verb form is used with an auxiliary. That is, neither the _______ tense nor ____ tense form need an auxiliary.	PRESENT PAST
3. The single-word p______ or p___ tense form of a verb is never used with an a________.	PRESENT PAST AUXILIARY
4. In other words, the expression "he had took the groceries" is substandard English because took is a p_ _ _ tense form and is never used with an _________.	PAST AUXILIARY
5. The expression "he done took the groceries" is also substandard English because done is the past p_ _ _ _ _ _ _ _ _ form of the verb do and cannot function as an auxiliary. (Besides took is never used with an _________.)	PARTICIPLE AUXILIARY
6. Another frequent slip involves the use of the verb drink. The expression "he had drank," is substandard because drank is a ____ tense form and is never used with an _________.	PAST AUXILIARY
7. Another common misuse of a verb form involves the present tense forms of do. The present tense form that agrees with the subject I or we is _ _.	DO
8. The present tense form of do that goes with the subject he, she, or it is ____.	DOES
9. Therefore, the expression "he don't know," or "it don't matter," is substandard. One should say "he _ _ _ _n't know," or "it _ _ _ _n't matter."	DOESN'T DOESN'T
0. Such slips as "he don't," and "he had came," indicate carelessness in the use of the language. You should make a special effort to use the past tense and past participle forms properly. The remainder of this lesson will be a drill on the use of irregular verb forms.	
1. Supply the correct form of the verb. (come) The student body had ____ to appeal the Dean's new ruling.	COME

12. (shake)
His resolution was ______ by their sincerity and enthusiasm. SHAKEN

13. (beat)
After working all day in the heat, I was ______ down. BEATEN

14. (arise)
The small boy _____ (past) from his cot and walked across the room. AROSE

15. (begin)
By Thursday night I will have _____ the new chapter. BEGUN

16. (come)
The young man ____ (past) forward to present his case. CAME

17. (blew)
After six hours the storm will have _____ itself out. BLOWN

18. (break)
I will _____ the bottle, then all six will have been ______. BREAK BROKEN

19. (give)
James has _____ him an opportunity to explain. GIVEN

20. (give)
I will ____ my last dollar if necessary. GIVE

21. (run)
The machine had ___ all night without an attendant. RUN

22. The standard past tense ending for regular verbs is -ed (or -d or -t).
However, students sometimes forget to add the endings in such expressions
However, students sometimes forget to add the endings in such expressions
as "he used to work at Foley's." The expression used (to) is one way to
indicate ____ time. PAST

23. We can write "he used to be a famous tennis player," but we should not write "he use to be," because use is a _______ tense form and the ____ tense form is demanded. PRESENT PAST

24. (suppose)
Everyone was ________ to turn in his notebook. SUPPOSED
Note that the finite verb form is a phrase. Therefore, we need the past participle which is ________. SUPPOSED

25. (use)
His concept of the world ____ to be accepted universally. USED

26. (drag)
The team of horses _______ the heavy wagon to the top of the mountain. DRAGGED

27. Indicate by a response of finite or nonfinite the type of verb or verb phrase each of the expressions contains.
The group having performed before the queen.
The verb phrase is _________. NONFINITE

28. (Finite or nonfinite)
The house has been razed. FINITE

29. (Finite or nonfinite)
The students arriving at the assembly point. NONFINITE

30. (Finite or nonfinite)
The original plan having been abandoned. NONFINITE

REVIEW LESSON NO. 3

This is a review lesson. Each time you press the button a new frame will appear. After you have completed the twenty-five frames, turn in your answer tape and go on to Lesson 7.

1. In the following sentences one of the forms in parentheses is correct. Write that correct form.

   The sailor had (drank, drunk?) four bottles of beer.

2. The dog had (growed, grown?) little.
3. The professor (knowed, knew?) him when he was a baby.
4. The candidate (seen, saw?) many voters, more than any other had (saw, seen?).
5. The barometer has never (fell, fallen?) this low before.
6. The parson (rung, rang?) the bell for ten minutes.
7. People used to come here, but no one has (come, came?) this season.
8. Twice he has (spoke, spoken?) of his ambitions.
9. The tourists have (drove, driven?) all night.
10. The rodeo (begun, began?) last Saturday.
11. Before we (knowed, knew?) what had happened, we were sitting by the side of the road.
12. The cost of living has (gone, went?) up again.
13. After the choir had (sang, sung?) the hymn, the minister made several announcements
14. Why has she not (wrote, written?) before now?
15. The student (swum, swam?) across the river.
16. The sparrow has (flew, flown?) from the house.
17. The clock was (broke, broken?) before I dropped it.
18. The verb phrase was sung in "the hymn was sung by the choir," is in the _______ voice.
19. The past tense form of come is ____; the past participle form is ____.
20. The past tense form of begin is _____.

21. The past tense form of do is ______.

22. The past tense form of go is _____.

23. Tense is a label used to refer to the two ______ verb forms.

24. Present and past participles are labels given to the two _______ verb forms.

25. Neither a present tense nor a past tense form is helped by an ______ to form a verb phrase.

UNIT III

Lesson 7

Troublesome Verbs

1. One characteristic of transitive verbs is that they are followed by a ______ ______.	DIRECT OBJE
2. Some verbs, however, are always intransitive. Linking verbs, for example, are always ___________.	INTRANSITIV
3. Another characteristic of transitive verbs is that they can be changed to the p_ _ _ive voice.	PASSIVE
4. Other verbs, because they are not followed by a direct object are always intransitive. We can say "the mountains rise above the lake," but we cannot say "the mountains rise the lake." The verb rise is an ___________ verb.	INTRANSITIV
5. One thing to remember about a direct object is that it names directly the receiver. The noun lake, in the phrase "above the lake," is not the object of the verb but the ______ of the preposition.	OBJECT
6. However, we can say "he raised the window," and also "the window was raised by him." The verb raise is a _________ verb.	TRANSITIVE
7. The verb rise is an ___________ verb and the verb raise is a _________ verb.	INTRANSITIV TRANSITIVE
8. Another troublesome pair is lie-lay. We can say "I lie down after eating," but we cannot (at least should not) say "eating was lain down." The verb lies is an ___________ verb.	INTRANSITIV
9. We can say "we lay (or laid) the books on the table," and we can say "the books were laid on the table." In other words the verb lie is intransitive and the verb lay is _________.	TRANSITIVE
10. One problem with the lie-lay pair is mastering the principal parts. The forms lie, lying, lay, (have) lain are principal parts of the verb ___.	LIE
11. The finite forms of lie are lie or lies (present tense forms) and l_y (past tense).	LAY
12. The nonfinite forms of lie are l_ing and l_ _n.	LYING LAIN
13. The forms lay/lays, laying, laid, and (have) laid are the principal parts of the verb l_y.	LAY

4. As a review, lie or lies and lay are the finite forms of the verb ___. The forms lay or lays and laid are the finite forms of the verb ___.	LIE LAY
5. The past tense form of the verb lie is l_y and the past tense form of the verb lay is l_ _d	LAY LAID
6. Another problem is the meaning of the two verbs. The general meaning of lie is "to recline or rest." The verb lie is intransitive and is not followed by a ______ ______.	DIRECT OBJECT
7. The verb lay involves the placing of an object somewhere. The verb lay is t________ and is followed by a ______ ______ when used in the active voice.	TRANSITIVE DIRECT OBJECT
8. The prisoner laid his gun on the table. The form laid is used because the verb is followed by a ______ ______.	DIRECT OBJECT
9. One situation that sometimes presents a problem is the passive construction. In "his gun was laid on the table," the subject is the receiver of the action and the verb phrase is in the _______ voice.	PASSIVE
0. If you are not sure a verb phrase is a passive construction, try to put the sentence in the active voice. For example "the box was laid on the table by the driver" may be changed to "the driver ____ the box on the table.	LAID
1. And finally we have this pair: sit-set. To sit means to rest in a sitting position; to set means to place something somewhere. Because an object is involved with the verb set, set is a __________ verb.	TRANSITIVE
2. To set is a transitive verb because it takes an object. To sit is an ____________ verb and is not complemented by an object.	INTRANSITIVE
3. The principal parts of set are simple. The finite present forms are set/sets; the finite past form is set; the past participle is also ___. (Hint: The principal parts do not undergo any vowel change.)	SET
4. The forms sit, sitting, sat, (have) sat are the principal parts of the verb ___.	SIT
5. The word sat in "she sat for a portrait," is the ____ tense form of the verb ___.	PAST SIT
6. In the expression "he set a chair in front of the desk," the set is followed by the ______ ______ chair; hence, we know set is a __________ verb.	DIRECT OBJECT TRANSITIVE
7. What is the correct word in the following? Evelyn (sits, sets?) the meal on the table.	SETS
8. Many times I (sat, set?) my equipment on this old stump. (Hint: Notice that the verb is again followed by an object.)	SET

29.	The words lie, sit, and rise are ___________ verbs.	INTRANSITIVE
30.	One way to remember the intransitive forms is by association. The verbs rise, sit, and lie all have the letter _ in common. (Associate the letter in common with the first letter of intransitive.)	I

UNIT III

Lesson 8

Troublesome Verbs:

rise, lie, sit, etc.

One way to remember the troublesome intransitive verbs is to associate the i of intransitive with the i in r_se, l_e, and s_t.	RISE LIE SIT
rise-raise, lie-lay, sit-set	
Of the troublesome six, raise, lay, and set are t_ _ _ _ _tive and are followed by a d_____ o_____.	TRANSITIVE DIRECT OBJECT
The passive construction consists of a form of be or have plus been and a past part_ _ _ple.	PARTICIPLE
The remaining frames will be drill on the troublesome verbs. First, you should know the principal parts of each verb. The present tense forms of lie are lie and l_es and the past tense form is l_y.	LIES LAY
lie/lies lay lying lain	
The nonfinite forms of the verb lie, that is the present and past participle forms, are _____ and ____.	LYING LAIN
The present tense forms of the verb sit are sit and sits. In the past tense, i becomes a. Therefore, the past tense form is ___.	SAT
The present tense forms of rise are rise and rises. In the past tense, i becomes o. Therefore, the past tense form is r_ _ _.	ROSE
The present participle form of the verb rise is ris_ _ _. The past participle is formed like driven; that is, the past participle is ris_ _.	RISING RISEN
The transitive verb raise is a regular verb. The finite forms are raise, raises, and ______.	RAISED
The finite forms of lay are lay/lays (present tense) and l_ _d (past tense).	LAID
The transitive verb set does not undergo a vowel change. The present tense forms are set and ____. The past tense form is ___.	SETS SAT
The words ____, ___, and ___ are intransitive verbs.	RISE LIE SIT

13. Successful merchants raise the prices.

The verb above is _________ because it has a _____ _____. TRANSITIVE DIRECT OBJE

14. Select the correct form.

The Rocky Mountains (lay, laid?) to our left. LAY

15. The unconscious man (lay, laid?) all night in the flower bed.
(Hint: Notice that the verb is not followed by a direct object but by an adverb.) LAY

16. The man (sits, sets?) correctly in the saddle. SITS

17. I have (set, sat?) here so many times that I feel the stump is mine. SAT

18. The natives (rose, raised?) the prices of their handiwork during the tourist season. RAISED

19. Select the correct verb in the following:

I had no sooner (lain, laid?) down to rest than the telephone rang.
(Hint: Notice that the verb is not followed by an object.) LAIN

20. After eating a big meal, I want to (lie, lay?) down for a few minutes. LIE

21. The price of food (raises, rises?) after the election. RISES

22. The boy (raised, rose?) himself on his elbow and called. RAISED

23. The tide (raises, rises?), the tide falls. RISES

24. John has (sat, set?) there all evening. SAT

25. We should (sit, set?) our house in order. SET

26. The wheels of progress must be (sat, set?) in motion. SET

27. In times like these a country cannot (sit, set?) still.
(Hint: Ask yourself if the verb is followed by an object.) SIT

28. (Sit, Set?) the fish bowl on the shelf. SET

29. I have (sat, set?) this fishing tackle here many times. SET

30. The old lady (lay, laid?) awake for two nights. LAY

31. If you had problems with this lesson, redo this lesson and the previous one.

UNIT III

Lesson 9

Verbals (Present Participles)

1.	You have learned how to recognize a finite verb form. The verb raised in "George raised his camera," is a ______ verb form.	FINITE
2.	Seeing the elk, George raised his camera. The portion of the sentence "George raised his camera" contains a subject George, a finite verb raised, and a direct object ______.	CAMERA
3.	Seeing the elk. Seeing is a verb form, but it is a _ _ _finite verb form.	NONFINITE
4.	In a previous lesson, we gave a form like seeing and seen a label. We called seeing a _______ participle and seen a ____ __________.	PRESENT PAST PARTICIPLE
5.	We also observed that participles are used with aux_ _ _aries to form verb phrases.	AUXILIARIES
6.	As separate words, participles serve several functions. In the previous example, "seeing the elk, George raised his camera," seeing the elk modifies the noun George. A participle, then, may introduce a phrase that modifies a _ _ _ _.	NOUN
7.	In the expression "learning involves many things," the participle ________ is the subject of the verb involves.	LEARNING
8.	Participles, because they are verb forms, may have an object. Elk in "seeing the elk" is the object of the participle ______.	SEEING
9.	In the expression "learning a language involves many things," the word language is the o_____ of the participle.	OBJECT
10.	In the expression "learning a language involves many things," the present participle learning occupies the position of a noun. Therefore, we can call learning a verbal n_ _n.	NOUN
11.	Running is good exercise. Running is formed from a verb and occupies the position of a noun; hence we call it a v _ _ _al n___.	VERBAL NOUN
12.	Sneaking out the door was unwise. The subject of the sentence is ________.	SNEAKING

13. Sneaking out the door was unwise.

Because sneaking is formed from the verb sneak and occupies the position of a noun, we call sneaking a ______ ____. VERBAL NOUN

14. Your failing the examination bothers me.

Failing in the preceding sentence is the subject of the sentence and is called a ______ noun. VERBAL

15. Your failing the examination bothers me.

The noun examination is the object of the verbal noun. The word failing is the essential word that answers "who bothers me?" In other words, failing is the ______ of the sentence. SUBJECT

16. My favorite pastime is mowing the yard.

The word mowing refers to, renames, the subject. Mowing is a v_____ noun used as predicate nominative. VERBAL

17. A present participle, a nonfinite form ending with the letters ing, used as a noun is called a ______ ____. VERBAL NOUN

18. A verbal noun is a ______ part_ _ _ _ _ _ which occupies the position of a ____. PRESENT PARTICIPLE NOUN

19. Only present participles function as verbal nouns. But both present and past participles function as noun modifiers. A word that modifies a noun is classified as an ad_ _ _ _ive. ADJECTIVE

20. In the word group "the falling leaves," falling modifies the noun _____. LEAVES

21. Falling leaves Brown leaves

Falling and brown modify the noun leaves. They are both a________. But only ______ is a verbal adjective (participle). ADJECTIVES FALLING

22. A participle is called a verbal adjective because it is used like an adjective, modifying a ____ or pronoun. NOUN

23. A. Children run B. Running children

In A) run is a verb since it makes a statement about the subject children; but in B) running is a verbal adjective because it describes the noun ________. CHILDREN

24. Running water is generally pure.

The verbal adjective (participle) in this sentence is ______ because it modifies the noun water. RUNNING

25. Sleeping dogs will not bite.

The verbal adjective in this sentence is _______ because it modifies dogs. SLEEPING

26. Dogs, sleeping in the sun, are quiet.

Although the verbal adjective follows the noun, it still m _ _ _ _ _ _ _ s the noun.

MODIFIES

27. However, in the expression
Sleeping late is good for your health
the participle sleeping is a verbal ____ because it is the ______ of the sentence.

NOUN
SUBJECT

28. The participle, a nonfinite verb form, is not capable of making an assertion. The participle may be combined with an aux_ _ _ _ _ _ to form a verb phrase.

AUXILIARY

29. The participle (present or past) may modify a noun; that is, it may also function as a v_ _ _ _ _ ad_ _ _ _ _ _ _.

VERBAL
ADJECTIVE

30. The present participle may occupy the position of a noun; that is, it may function as a _____ ____.

VERBAL NOUN

UNIT III

Lesson 10

Past Participles and Infinitives

1. We have considered the various functions of the present participle. A present participle, a nonfinite form ending in--ing, may be used as a verbal ____ or a verbal ________. NOUN ADJECTIVE

2. The past participle as a separate word occurs most frequently as a verbal adjective. In the word group "the disturbed child," the past participle disturbed is a verbal ________. ADJECTIVE

3. The player injured in the accident seems . . . .

   The past participle injured modifies player and functions as a ______ ________. VERBAL ADJECTIVE

4. The project begun by the men.
   The men began the project.

   Notice the difference between the past participle and past tense forms. The past tense form began clearly has a subject men, whereas begun has no subject but merely modifies the noun ______. PROJECT

5. A. The paint selected by the committee was . . . .
   B. The committee selected the paint.

   In A the form selected is a nonfinite past p________ functioning as a verbal adjective and in B selected is a finite ___ tense form. PARTICIPLE PAST

6. Scientists engaged in the project worked . . . .

   In this expression, scientists is the subject of the past tense form ______. The past participle ______ merely describes a condition of the subject. WORKED ENGAGED

7. The past participle as a predicate adjective may present problems. In the expression "he became discouraged," the past participle modifies he, noting a condition. The word discouraged functions as a predicate a_ _ _ _ _ _ _ _, since it modifies he. ADJECTIVE

8. His arm is broken in three places.

   The past participle broken describes the condition of the arm; that is, it functions as a predicate ________. ADJECTIVE

9. His arm was broken by the falling rocks.
   (The rocks broke his arm.)

   In this sentence broken is part of the passive verb phrase ___ _____. WAS BROKEN

0.	The distinction as to whether a past participle is a predicate adjective or part of the verb phrase is not too important. However, it is important that you recognize received in "the complaints received by the director caused . . . ." as a n_ _f_ _ _ _ _ verb form.	NONFINITE
1.	In another construction, the verb appears with "to," the so-called sign of the infinitive. The construction "to ride" is called an _ _ f i n i t _ _ _.	INFINITIVE
2.	An infinitive consists of "to" with a verb or verb forms. The constructions to guard, to have guarded, to be guarded, and to have been guarded are called _ _ f i n i t _ _ _ s.	INFINITIVES
3.	To see the nest, one needs field glasses. To see is an infinitive because the sign __ appears before the ____ see.	TO VERB
4.	Infinitives, like participles, are not capable of making an assertion and like participles, may modify a noun. In other words, an infinitive may function as an ad_ _ _ _ _ _ _.	ADJECTIVE
5.	To enjoy fishing, we must have good equipment. The underlined item is an i________. Note that it modifies the first word to the right of the comma, the pronoun we. The infinitive is used as an ________.	INFINITIVE ADJECTIVE
6.	An infinitive, like a participle, may take an object. In the word group "to enjoy music," music is the _____ of the infinitive.	OBJECT
7.	To appreciate good music, people must listen carefully. The infinitive is __ _________. The phrase "to appreciate good music" modifies the noun _____.	TO APPRECIATE PEOPLE
8.	The infinitive may occupy the position of a noun. In the expression "to understand the system better is our goal" the infinitive __ _________ functions as the subject.	TO UNDERSTAND
9.	In the next few frames we shall examine sentences that contain infinitives used in various ways. Copy the infinitive(s) which appear(s) in each sentence that follows: To know him is a privilege.	TO KNOW
0.	My original idea, to swim the lake, being impossible, I telephoned for a boat.	TO SWIM
1.	He was to be informed two weeks before the examination. The infinitive is __ __ _______.	TO BE INFORMED
2.	The papers were to have been returned Monday.	TO HAVE BEEN RETURNED

23.	I desire to speak.	TO SPEAK
24.	The lecture was scheduled to be given next week.	TO BE GIVEN
25.	In the expression I believe him to be honest the word honest is a modifier and the infinitive is __ __.	TO BE
26.	At this point, you should have no problem recognizing "was being initiated" as a finite verb phrase and "having been initiated" as a _________ verb phrase.	NONFINITE
27.	The word group "having been completed" is nonfinite because the group does not contain a ______ verb form.	FINITE
28.	In the group of words "the parents persuaded by the authorities," persuaded is a _ _ _ _ _ _ _ _ _ _ verb form.	NONFINITE
29.	Participles and infinitives are n________ verb forms.	NONFINITE
30.	Participles are frequently used with a_ _ _ _ _ _ _ies to form verb phrases.	AUXILIARIES

UNIT IV

Lesson 1

Nouns
Singular-Plural

1.	This course began with a consideration of the sentence--its fundamental parts. We said that in the example "dogs fight," dogs was the naming part and fight, the telling part. We called dogs the s______ and fight the p_ _ _ _ _ _ _ _.	SUBJECT PREDICATE
2.	You also learned to recognize word groups which make complete sense. The communication of an idea depends largely upon the existence of a subject and a verb, with a complement when needed. A sentence must have a _______ and a verb which are in harmony with one another.	NOUN
3.	Sentence harmony is achieved in part through grammatical a g r e _ m e n t.	AGREEMENT
4.	Grammatical agreement means the matching of forms, such as the agreement of the s______ with the v__.	SUBJECT VERB
5.	Grammatical _________ means that we must say I am, not I are.	AGREEMENT
6.	The noun lawyer in "the lawyer works" is singular in number because only one person is involved; however, lawyers in "the lawyers work" is plural in number because more than one person is involved. A noun may be ________ or ______ in number.	SINGULAR PLURAL
7.	The present tense form of the verb work that agrees with he, she, or it is _____. (He xxx .)	WORKS WORKS
8.	He works she works it works The pronouns he, she, and it are singular pronouns. In each of the forms above, we added the letter _ to the _______ tense form of the verb.	S PRESENT
9.	1. The boy works. 2. The boys work. The noun in number 1) is (singular, plural?), and in number 2) the noun is ______.	SINGULAR PLURAL
10.	The present tense form of the verb work that agrees with they is work (they work); the present tense form that agrees with boys is also ____.	WORK
11.	We work, they work, lawyers work In the items above, we did not add the letter _ to the present tense form of the verb because the subjects are ______ in number.	S PLURAL
12.	The pronouns he, she, or it take the place of nouns that are ________ in number.	SINGULAR

13. The pronoun they takes the place of nouns that are ______ in number. PLURAL

14. I have I work I go I do

In these items notice that we do not add the letter _ when we use the singular pronoun I with the _______ tense form of the verb. S PRESENT

15. They go. You go. They do. You do.

With the pronoun you, the letter _ is never added to the _______ tense form of the verb. S PRESENT

16. The difference between boy and boys is the letter _. S

17. When the letter s is added to boy, we have a ______ form of a noun. PLURAL

18. The letter s makes boy plural, and it will make most nouns plural. However, we have observed that in "the man works" and "the men work" the word man itself changes to make the ______ form. PLURAL

19. Hence man becomes men in the plural; woman becomes (we shall use this sign to mean "becomes">) women; brother becomes (>) brethren; foot > feet; goose > geese; louse > lice; mouse > mice; tooth > teeth.

The first form is the ________ and the second is the ______. SINGULAR PLURAL

20. The boys work.

If we add an s to the noun to make it plural, we (do, do not?) add an s to the present tense form of the verb. DO NOT

21. Actually, because you are a native speaker of English, you should have few problems with these simple patterns. For example, the present tense form of do used with he is ____. (He xxxx.) DOES (DOES)

22. The present tense form of do used with he is ____ and with they is __. (He xxxx; they xx.) DOES DO (DOES) (DO)

23. The word don't is a contraction for the two words __ ___. The word doesn't is a contraction for the two words ____ ___. DO NOT DOES NOT

24. Therefore, the contractions doesn't and don't follow the same rules. That is, the form used with he, she, or it would be _ _ _ _ _ ' _ and the form used with they would be _____. DOESN'T DON'T

25. Complete the following with the proper form of the contraction of do not:

I don't you _____ he _______ they _____ DON'T DOESN'T DON'T

26. In this and the following frames, copy the subject that agrees with the verb:

(The subjects, The noun, It?) don't agree with the verbs. THE SUBJECTS

27. The (book, pages, they?) doesn't answer all the questions. BOOK

28. Don't (Duke, he, they?) enjoy watching basketball? THEY

29. Teacher listens Dog barks It sails

When we are using a present tense verb form, the verb ends in s if the subject is ________ in number. SINGULAR

30. Teachers listen Dogs bark They sail

When we are using a present tense verb form, the verb doesn't end in s if the subject is ______ in number. PLURAL

UNIT IV

Lesson 2

Singular Subjects

1. 1. The boy worked. 2. The boys worked.

   We do not have to change the ___ tense verb form to agree ~~in~~ number with its _______.

   PAST
   SUBJECT

2. The boy was he. The boys were they.

   One English verb is the exception. The past form was agrees with he which is ________ in number and were agrees with they which is ______ in number.

   SINGULAR
   PLURAL

3. The past tense form of be used with a singular noun, such as doctor, is _ _ _; the past tense form used with a plural noun, such as doctors, is _ _ _ _.

   WAS
   WERE

4. If you can recognize the subject and verb, you will have few problems following the rules of agreement. In the expression "a box comes with each order," the noun ___ is the subject and _____ is the finite verb.

   BOX
   COMES

5. A box of soap comes with each order.

   The prepositional phrase "of soap" expands the subject, but the subject ___ agrees with the verb _____.

   BOX
   COMES

6. One has bought a textbook.
   One of the students has bought a textbook.

   The verb phrase has bought agrees with the _______ one and not with the ______ of the preposition, students.

   SUBJECT
   OBJECT

7. One of the new machines sent for the experiment (make, makes?) our task easier.

   The subject is NOT machines which is the object of the preposition of, but the word ___. Therefore, the finite verb is _ _ _ _ _.

   ONE
   MAKES

8. The new machines sent for the experiment (make, makes?) our task easier.

   The subject is ________ and the finite verb is ____.

   MACHINES
   MAKE

9. The price of these cars (vary, varies?) from one style to the other.

   The subject is NOT cars but _____ and the finite verb is _ _ _ _ _ _.

   PRICE
   VARIES

10. The decision to include several problems with different answers (was, were?) made at the meeting.

    The subject is _______ and the finite verb is ___.

    DECISION
    WAS

11. Across the street is to be found the oldest building in the city. Sometimes the subject follows the verb. In the expression above, the subject of the verb phrase is not street but _______.	BUILDING
12. Notice the expression "beside the lake are several species." If we ask "who or what are?" the answer is _______.	SPECIES
13. The verb are in "beside the lake are several species" agrees with the subject _______.	SPECIES
14. Inside the kit are needles. "Inside the kit" is a prepositional phrase used as a modifier. The subject of the verb is _______.	NEEDLES
15. The word there is frequently used to begin a sentence but is never the subject in such constructions. In "there is an answer," the subject is not there but ______.	ANSWER
16. There are several good reasons for buying this house. The verb are agrees with the subject _______.	REASONS
17. The chairman, together with his assistants, reports to the dean. The subject of the sentence above is _______ and the finite verb is _______.	CHAIRMAN REPORTS
18. The chairman, together with his assistants, reports to the dean. The verb reports agrees with the subject _______ which is _______ in number.	CHAIRMAN SINGULAR
19. Such expressions as "together with," or "as well as," followed by a noun or pronoun, do not influence the number of the subject. In "the assistants report to the dean," the verb report agrees with the subject _________ which is ______ in number.	ASSISTANTS PLURAL
20. The assistants, as well as the chairman, (report, reports?) to the dean.	REPORT
21. The book, including the glossary and index, (contain, contains?) valuable information.	CONTAINS
22. Texas, in addition to several other states, (has, have?) an interest in oil	HAS
23. These improvements in the lesson and the organization (make, makes?) the program better.	MAKE
24. Action, and not words, is what the country needs today. The verb is agrees with the word ______ and not with the word _____.	ACTION WORDS

25. Words, not action, (is, are?) what we have. The subject is _____ and the finite verb is ___.	WORDS ARE
26. Words, not action, are . . . . The verb are agrees with the subject _____, which is plural.	WORDS
27. The political theories of the Romans are my major field of study. The word theories is the ______ of the verb are.	SUBJECT
28. The political theories of the Romans are my major field of study. The noun field is a predicate nominative. The verb agrees with the s _ _ _ _ _ _ _ and not with the ________ _________.	SUBJECT PREDICATE NOMINATIVE
29. My major field of study is the political theories of the Romans. The singular verb form is is correct because the verb agrees with the subject _____ and not with the predicate nominative theories.	FIELD
30. The present tense form of a verb shows a form change to agree with the _______.	SUBJECT

UNIT IV

Lesson 3

Conjunctions and Agreement

1. Jack attends the same class.
Jim attends the same class.

The verb attends in each example agrees with its subject which is ________ in number. SINGULAR

2. Jack and Jim attend the same class.
They attend the same class.

The verb attend in each example agrees with its subject which is _______ in number. PLURAL

3. Jack and Jim attend the same class.

Singular nouns joined by and are usually considered to be ______ in number. PLURAL

4. A college and a university (is, are?) institutions of higher learning. ARE

5. Conjunctions that connect nouns suggest addition (and), subtraction (but), and alternation (or, nor). When two or more singular nouns are connected by and, they are considered to be ______ in number. PLURAL

6. However, when nouns are connected by or, nor, either . . . or, neither . . . nor, conjunctions suggesting alternation, the verb agrees with the noun nearer it. In the expression "neither the lieutenant nor the recruits show . . ." the verb show agrees with the plural noun ________. RECRUITS

7. Either the old man or the son walks . . .

The verb walks agrees with, is governed by, the noun nearer it which is ___. SON

8. Remember the present tense form of the verb ends in the letter s if the subject is he, she, it, or a s _ _ _ _ _ _ _ noun. SINGULAR

9. When the subject is plural in number, the present tense form of the verb does ___ end in the letter _. NOT S

10. When the subject is a singular noun or considered to be singular, the present tense form of the verb ends in the letter _. S

11. Neither driver (accepts, accept?) responsibility. ACCEPTS

12. When the subject consists of singular nouns connected by neither--nor, either--or, or, nor, the subject is considered to be s _ _ _ _ _ _ _ in number. SINGULAR

13. Neither the driver nor the salesman (feel, feels?) obligated. FEELS

14. Neither the players nor the coach wants the season to end.

The verb wants agrees with the subject nearer it, which is _____. COACH

15. When the subject is nouns of different numbers connected by or, nor, neither--nor, either--or, the verb agrees with the noun n_ _ _er it. NEARER

16. Neither the coach nor the players want the season to end.

The verb want agrees with the noun _______, the one nearer it. PLAYERS

17. Neither the town nor the townspeople (was, were?) prepared for the storm.

The verb form _ _ _ _ agrees with the nearer noun ___________, which is plural in number. WERE TOWNSPEOPLE

18. Either the teachers or the students (was, were?) responsible for the decorations. WERE

19. If the subject happens to be either or neither, the subject is singular in number. For example, seems in "Neither seems satisfactory" agrees with the word _______ which is ________ in number. NEITHER SINGULAR

20. An intervening phrase must not be allowed to influence the agreement of the _______ with the ____. SUBJECT VERB

21. Neither of these methods seems satisfactory.

The verb seems agrees with the subject _______ and not the object of the preposition methods. NEITHER

22. The theory (build, builds?) upon a false premise. BUILDS

23. The theory, as well as the practices, (build, builds?) upon a false premise. BUILDS

24. Not only the lawyer but the judge (refuse, refuses?) to accept the verdict.

The conjunction not only--but follows the same rule as neither--nor. The verb form _______ agrees with the nearer noun. REFUSES

25. The lawyer and the judge (refuse, refuses?) to accept the verdict.

The subject is _ _ _ _ _ _ in number. Therefore, the verb form ______ is required. PLURAL REFUSE

26. Dr. Jones, together with his assistants, (make, makes?) important contributions. MAKES

27. Either of these dresses (costs, cost?) too much. COSTS

28. The selection of the proper verb forms necessary for grammatical sense (require, requires?) some thought. REQUIRES

29. Neither agreement nor the principles of agreement (was, were?) difficult to learn. WERE

30. The witnesses and the defendant (tell, tells?) the truth under oath. TELL

UNIT IV

Lesson 4

Singular Pronouns

1. Each problem requires some knowledge.

The verb form ________ agrees with its subject _______ which is ________ in number.
REQUIRES
PROBLEM
SINGULAR

2. Each problem requires . . . .
Each requires . . . .

In the first example each functions as a modifier. In the second, each has been substituted for the noun problem and functions as a p_ _ _ _ _ _. PRONOUN

3. Each problem requires some knowledge.
Each requires some knowledge.

In each example the verb form agrees with its subject which is ________ in number. SINGULAR

4. Each (of the exercises) takes five minutes to be completed.

The prepositional phrase does ___ influence the verb. The verb agrees with the s_ _ _ _ _ _ each.
NOT
SUBJECT

5. Each test becomes more difficult.

The verb form becomes agrees with the subject ____, which is ________ in number.
TEST
SINGULAR

6. Each of the tests in the series becomes more difficult.

The verb form becomes agrees with the subject each, which is ________ in number. SINGULAR

7. Every person needs to be vaccinated.

The verb form _____ agrees with the subject ______ which is ________ in number.
NEEDS
PERSON
SINGULAR

8. By now, you know that, in most instances, a present tense form of a verb used with a singular noun ends with the letter _. S

9. Every man, (every) woman, and (every) child needs . . . .

The present tense form of the verb ends in s; therefore, we know the subject is considered to be ________ in number. SINGULAR

10.	Every man, woman, and child needs . . . . The word every modifies man as well as _____ and _____.	WOMAN CHILD
11.	Every man, woman, and child needs to be vaccinated. Nouns modified by every are considered to be ________ in number.	SINGULAR
12.	The words each and every used as pronouns are considered to be ________ in number.	SINGULAR
13.	Nouns modified by each and every are considered to be ________ in number.	SINGULAR
14.	Each of the students (need, needs?) to learn this rule.	NEEDS
15.	Each boy and girl (decide, decides?) his own future.	DECIDES
16.	Intervening phrases __ ___ influence the verb. The verb agrees with its _______.	DO NOT SUBJECT
17.	Everyone in the chorus (sing, sings?) well.	SINGS
18.	Every one of the boys in the service (has, have?) to make his own bed.	HAS
19.	Each method, as well as all the suggestions, (was, were?) tested at the laboratory.	WAS
20.	Everybody in the class gives his report today. The subject everybody is (singular, plural?).	SINGULAR
21.	Words like no one, nobody, everyone, and everybody are considered to be ________ in number.	SINGULAR
22.	Anyone of the instructors (expect, expects?) the same standard of performance.	*EXPECTS*
23.	Everyone of the many attempts (has, have?) failed.	HAS
24.	Someone in the party of scientists (know, knows?) the solution.	KNOWS
25.	Everyone of the students (is, are?) expected to pass the examination.	IS
26.	Every leaf from the tree (was, were?) lying on the ground.	WAS
27.	Anyone of the universities (offer, offers?) a degree in liberal arts.	OFFERS
28.	She (don't doesn't?) know that somebody (know, knows?) as much as she (do, does?).	DOESN'T KNOWS DOES
29.	(Has, Have?) either Jake or Mike completed the work?	HAS
30.	Neither Jack nor Bill (understand, understands?) the basic principles.	UNDERSTANDS

UNIT IV

Lesson 5

Who, Which or That as Subjects

1. Sentences frequently have more than one subject-verb pattern. For example:
   A man who acts succeeds.
   This example contains two finite verbs which are ____ and ________.
   ACTS
   SUCCEEDS

2. A man who acts succeeds.

   Man is the subject of the verb succeeds and who is the subject of the verb _ _ _ _.
   ACTS

3. A man who acts succeeds.

   Because the present tense form of a verb ends with s to agree with a singular subject, we know that the subject of who is ________ in number.
   SINGULAR

4. The men who act succeed.

   The subject of succeed is ______ in number. The subject of act is also ______ in number.
   PLURAL
   PLURAL

5. 1. A man who acts at the right time succeeds.
   2. The men who act at the right time succeed.

   In sentence 1), who is the subject of the verb ____; in 2), who is the subject of ___.
   ACTS
   ACT

6. 1. A man who acts. 2. The men who act.

   We cannot tell by looking at the word WHO, out of context, whether it is ________ or ______ in number.
   SINGULAR
   PLURAL

7. 1. A man who acts . . .
   2. The men who act . . .

   In sentence 1) the noun man is ________ in number. In sentence 2) the noun men is ______ in number.
   SINGULAR
   PLURAL

8. A man who acts at the right time succeeds.

   The word group "who acts at the right time" is called a dependent clause. The word who refers to the word man, which is the _______ of the main clause.
   SUBJECT

9. I saw the girls who were involved.

   The pronoun who refers to the noun _____ which is plural in number.
   GIRLS

10. The men who act at the right time succeed.

The pronoun who refers to ___ which is _____ in number.

MEN
PLURAL

S V

11. A man who acts . . .

The verb in the dependent clause agrees with man, the _______ of the main clause.

SUBJECT

12. He who is responsible has not been asked.

The pronoun who refers to the pronoun __; hence, the verb form __ is required.

HE
IS

13. You who are responsible have not been asked.

The word who refers to the pronoun ___; hence, the verb form ___ is needed.

YOU
ARE

14. I who am responsible have not been asked.

The pronoun who refers to the pronoun _; hence, the verb form __ is demanded.

I
AM

15. He gave the medal to me, who am the least deserving.

The pronoun who refers to the pronoun __.

ME

16. He gave the medal to me, who am the least deserving.

The pronoun __ is the objective form of the pronoun I.

ME

17. The chairmen gave the letter to me, who (is, am?) the recorder.

(Hint: You already know that me is the objective form of I; the who will refer to I in a round-about way. You say I am, not I is.)

AM

18. One of the players seems exceptionally talented.

The verb form seems agrees with the subject ___, which is ________ in number.

ONE
SINGULAR

19. One of the players who seems talented is to attend the University.

Now the construction has been changed. The verb form is is tied to, agrees [illegible] with, the subject ___.

ONE

20. Of the players who seem talented, one is . . . .

The pronoun who refers to ______ which is ______ in number.

PLAYERS
PLURAL

21. One of the players (is, are?) easily angered.

IS

22. He is one of those players who (is, are?) easily angered.

(Hint: Note that in this case, who refers to players.) ARE

23. Of the plays which remain popular, we saw one.

The word which refers to _____ which is ______ in number. PLAYS PLURAL

24. We saw one of the plays which remain popular.

The pronoun which stands for, refers to, the noun _____. PLAYS

25. Notice the difference between these sentences:

A. One of the students is always tardy.
B. He is one of the students who are tardy.

In sentence A, the verb form is agrees with the subject ___. ONE

26. He is one of the students who are tardy.

The number of who is determined by the word to which it refers, which is ________. STUDENTS

27. He is one of the students who are always tardy. (Of the students who are tardy, he is one.)

The word who refers to _______, which is (singular, plural?). STUDENTS PLURAL

28. This is one of the problems which (trouble, troubles?) students. (Of the problems which ______ students, this is one.) TROUBLE TROUBLE

29. He is one of those men who (smoke, smokes?) one cigarette after another. SMOKE

30. Jackson is one of those men who (is, are?) always complaining. ARE

UNIT IV

Lesson 6

Special Problems

1. Some nouns may be either singular or plural depending upon the meaning. A noun or pronoun which names or indicates one person or thing is (singular, plural?). SINGULAR

2. A noun or pronoun which names or indicates more than one person or thing is ______. PLURAL

3. Committee class audience crowd band

   The nouns name one group or collection of persons. We call them c o l _ _ _ _ i v e nouns. COLLECTIVE

4. A noun which names one group is called a _ _ _ _ _ _ _ _ _ _ noun. COLLECTIVE

5. The committee has reached a decision.

   The collective noun committee refers to a group functioning as a unit and is considered to be s_ _ _ _ l a r in number. SINGULAR

6. The committee have been unable to agree.

   Here we are considering committee not as a unit but as individuals. The subject is, then, considered to be ______ in number. PLURAL

7. The audience leaves the theater.

   The collective noun audience is considered as functioning as a u _ _ _. UNIT

8. If the subject named by the collective noun functions as a unit the subject is considered to be _______ in number. SINGULAR

9. If the collective noun names, refers to the individuals of the group, and you get the idea that many different people are involved, the subject is ______ in number. PLURAL

10. The nouns committees, bands, and teams end in the letter _ which indicates that they are not collective nouns but regular nouns which are p _ _ _ _ _ in number. S PLURAL

11. The various committees meet on Wednesday. Both teams play the Colts.

    The nouns committees and teams are ______ in number. PLURAL

12. A collective noun may be either _______ or ______ depending on the meaning. SINGULAR PLURAL

13. The team (display, displays?) a fighting spirit. (Team is a unit idea.) DISPLAYS

14. The football team (is, are?) travelling by car, plane, or train. (Hint: Some are travelling by car; others are travelling by plane or train.) ARE

15. The crowd (as a unit) (react, reacts?) to each emotion. REACTS

16. The crowds (show, shows?) different reactions. SHOW

17. As a rule a noun ending in s--groups, books, and so forth--is ______ in number. PLURAL

18. Some nouns like measles, mumps, news, although they end in s, are considered to be singular. For example the verb form spreads, in "measles spreads rapidly," agrees with the subject ______. MEASLES

19. Today news seems encouraging.

The verb form seems agrees with its subject ____ which is singular in number. NEWS

20. The news about his recovery (has, have?) been encouraging. HAS

21. Mathematics physics civics ethics

These words have one common characteristic: each ends with the letters _ _ _. ICS

22. Mathematics, physics, civics are also considered to be singular in number.

Physics (has, have?) been a difficult subject for me. HAS

23. Some nouns are singular although they end in s because the letter s is part of the s p _ _ _ i n g of the word. SPELLING

24. There are many reasons for this.
Reasons for this are many.

The subject of the verb are is the noun ______, which is (singular, plural?). REASONS PLURAL

25. There is only one reason for this.

The noun ______ is the subject of the verb is. REASON

26. There are many reasons for this.
There is only one reason for this.

In these sentences the subject comes (before, after?) the introductory word there. AFTER

27.	There is one book on the shelf. There are several books on the shelf. The verb form is agrees with ____ which is ________ in number. The verb form are agrees with _____ which is ______ in number.	BOOK SINGULAR BOOKS PLURAL
28.	There (is, are?) several areas of disagreement about policy.	ARE
29.	Here (is, are?) the chief objection to the proposal.	IS
30.	There (is, are?) several methods to complete the task.	ARE

REVIEW LESSON NO. 4

The following frames are a review. No answers will be given.

After you have completed all of the frames, have your instructor check your answers. Now, change to the next frame and begin.

1. Copy the correct form:

   Everyone who (attend, attends?) the lecture (is, are?) to be excused from class.

2. The idea which the teacher gives (is, are?) helpful.
3. The actor and the playwright (was, were?) nervous before the opening.
4. (Do, Does?) the subject and verb agree in this sentence?
5. Each of the students (receive, receives?) a final grade.
6. Measles (is, are?) a communicable disease.
7. Certain tasks in life, especially working, (annoy, annoys?) him.
8. The problems, especially the heavy traffic, (has, have?) worried town officials.
9. The main attraction (is, are?) the many paintings by Van Gogh.
10. Near [redacted]ining area (was, were?) several parked cars.

    The subject (the who or what) of the sentence is ______. The correct verb form is ______.

11. Recently there (has, have?) been investigations of the financial records.
12. Neither answer (is, are?) correct.
13. The profit that is made from the sales (support, supports?) the research.
14. The decision of the judges (was, were?) announced at the end of the show.
15. The silver poodle, as well as the black and white one, (has, have?) been well trained.
16. The student, although warned about his marks, (refuse, refuses?) to study.
17. Copy the appropriate subject.

    (Mary, They, She?) don't understand the problem.

18. Were (John, he, you?) satisfied with the price?

19. The (fact, reasons, idea?) that the class is crowded are many.

20. (You, He, It?) don't have the proper equipment for the experiment.

UNIT V

Lesson 1

Nominative Case

1.	The term case is used to describe nouns and pronouns. Case denotes the grammatical relation of a n___ or p_____.	NOUN PRONOUN
2.	In this lesson, we shall study the nominative case. When a noun or pronoun is used as the subject of a verb or as a predicate nominative, then the noun or pronoun is in the _ _ _ _ _ _ _ _ _ _ case.	NOMINATIVE
3.	In "the book was returned," book is the subject of the verb phrase and is in the _________ case.	NOMINATIVE
4.	The subject of a verb is in the _________ case.	NOMINATIVE
5.	A noun or pronoun used as a predicate nominative is in the nominative case. In "he is a good man," man is in the nominative case because it is a noun used as a _________ _________.	PREDICATE NOMINATIVE
6.	Predicate nominatives are in the _________ case.	NOMINATIVE
7.	In "he is a good man," he is the subject of the verb and man is the predicate nominative. He and man, therefore, are in the _________ case.	NOMINATIVE
8.	John,, the captain, arrived early. Captain means the same as John, the subject of the verb. It is in apposition with John. Therefore, since John is in the nominative case, captain is also in the _________ case.	NOMINATIVE
9.	John, the captain, arrived. The noun _______ explains what or who John is.	CAPTAIN
10.	John, the captain, arrived. The appositive renames and adds more specific information about John, which is the _______ of the sentence.	SUBJECT
11.	John, the captain, arrived early. The noun captain comes after the noun ____, which it explains.	JOHN
12.	An appositive is a noun or pronoun that comes after another noun or pronoun to explain it. In "John, the captain, arrived early," the noun captain is an a p _ _ _ _ _ _ _ _.	APPOSITIVE

13. Blanda, the quarterback, was taken out of the game.

The noun quarterback comes after the subject and renames the noun Blanda. Quarterback, therefore, is an __________.

APPOSITIVE

14. Blanda, the quarterback, was taken out of the game.

Blanda and quarterback are both in the __________ case.

NOMINATIVE

15. A. John, the captain, arrived early.
B. The captain arrived early.

The appositive is different from a modifier because the appositive can be substituted for the element it renames. For example, in B) captain has replaced John and is now the s ______.

SUBJECT

16. A. Mr. Smith, the president of the firm, left for Europe.
B. The president of the firm, Mr. Smith, left for Europe.

In sentence _ Mr. Smith is used as an appositive.

B

17. The president of the firm, Mr. Smith, left for Europe.

The proper noun, Mr. Smith is an __________ because it comes after the noun. The words president and Mr. Smith are both in the __________ case.

APPOSITIVE
NOMINATIVE

18. There are other uses of the nominative case, but they are of little value to us. The most important uses of the nominative case are the three we have studied: the s______ of a verb, the p________ nominative, and the a________.

SUBJECT
PREDICATE
APPOSITIVE

19. James will attend the party.

The word James is in the __________ case because it is used as the _______ of the verb phrase will attend.

NOMINATIVE
SUBJECT

20. Of all the months of the year, June is my favorite.

The subject of this sentence is ____, which is in the __________ case.

JUNE
NOMINATIVE

21. His sister became a teacher.

The noun teacher is in the nominative case because it is a _________ __________.

PREDICATE
NOMINATIVE

22. He is the new senator from Texas.

The pronoun he is the subject of the sentence. It is in the __________ case. The noun senator is a _________ __________ and, therefore, is also in the __________ case.

NOMINATIVE
PREDICATE
NOMINATIVE
NOMINATIVE

23. He is the man.

He and man are both in the __________ case. The pronoun he is the subject of the linking verb __; man is a _________ __________.

NOMINATIVE
IS
PREDICATE
NOMINATIVE

24. The man is he.

The pronoun he still is in the __________ case although it is now a __________ __________.

NOMINATIVE
PREDICATE
NOMINATIVE

25. The jury decided who was guilty.

Jury is the subject of the verb _______. Who is the subject of the verb ___. Both, being subjects of verbs, are in the __________ case.

DECIDED
WAS
NOMINATIVE

26. My father, a retired machinist, is now a salesman.

In the sentence above, ______ is the subject, _________ is an appositive, and ________ is the predicate nominative.

FATHER
MACHINIST
SALESMAN

27. My father, a retired machinist, is now a salesman.

Father is the _______ of the sentence; machinist is an __________; salesman is the _________ __________.

SUBJECT
APPOSITIVE
PREDICATE
NOMINATIVE

28. My father, a retired machinist, is now a salesman.

The underlined words in the sentence above are in the __________ case.

NOMINATIVE

29. The teacher, an elderly man, is our new chairman.

The subject of the sentence is _______; the appositive is ___; and the predicate nominative is ________.

TEACHER
MAN
CHAIRMAN

30. The most important uses of the nominative case are as the _______ of a sentence, the _________ __________ and the __________.

SUBJECT
PREDICATE
NOMINATIVE
APPOSITIVE

UNIT V

Lesson 2

Objective Case

1.	In this lesson we shall study the most important uses of the objective case. In "he shot a rabbit," rabbit is the direct object of the verb shot. Rabbit, therefore, is in the o _ _ _ _ _ _ _ _ case.	OBJECTIVE
2.	A noun or pronoun used as the direct object of a verb is in the ________ case.	OBJECTIVE
3.	The player hit the umpire. The word ______ is in the objective case because it is the direct object of the verb hit.	UMPIRE
4.	Father gave him the car. Car is in the objective case because it is the direct object. Him tells to whom something was given and it is an indirect object. Him, therefore, is also in the _ _ _ _ _ _ _ _ _ case.	OBJECTIVE
5.	A noun or pronoun used as the indirect object of a verb is in the ________ case.	OBJECTIVE
6.	Thus far, we have observed that the d____ _____ of a verb and i______ object of a verb are in the ________ case.	DIRECT OBJECT INDIRECT OBJECTIVE
7.	He lived in our city. The noun city is the object of the preposition in. City, therefore, is in the o_______ case.	OBJECTIVE
8.	A noun or pronoun used as the object of a preposition is in the ________ case.	OBJECTIVE
9.	I believe in him. Him is in the objective case. It is the _____ of the _ _ _ _ _ _ _ _ _ _ _ in.	OBJECT PREPOSITION
10.	We have now studied three uses of the objective case: direct object of a verb, indirect object of a verb, and _____ of a __________.	OBJECT PREPOSITION
11.	The professor told them, Jack and her, that they had passed the test. The pronoun them is in the ________ case. Jack and her are also in the ________ case because they are a p p _ _ _ _ _ v e s to them.	OBJECTIVE OBJECTIVE APPOSITIVES

12. I bought a dog, a collie.

Dog is in the objective case, the direct object of bought. Collie is in the same case since it means the same as dog. Collie is an example of an a p _ _ _ _ _ _ _ _ in the objective case. APPOSITIVE

13. An appositive is in the objective case if the noun or pronoun it renames is in the ________ case. OBJECTIVE

14. I enjoy having him here.

In a previous lesson we called having a verbal. The pronoun him is the object of the verbal. Him, therefore, is in the ________ case. OBJECTIVE

15. A noun or pronoun is in the objective case if it is the ______ of a verbal. OBJECT

16. I enjoy seeing her here.

Her is in the objective case because it is the object of the v _ _ _ _ _ seeing. VERBAL

17. The pep squad cheering the team entertained the spectators.

The noun squad is the subject of the verb entertained; the noun spectators is the object of the verb. The noun ____ is the object of the verbal cheering. TEAM

18. The pep squad cheering the team entertained the spectators.

The noun team is the ______ of the verbal cheering; therefore, it is in the ________ case.
OBJECT
OBJECTIVE

19. A noun or pronoun is in the objective case when it is a direct object, an indirect object, an object of a preposition, an appositive, or an object of a _____l. VERBAL

20. Last Saturday I saw Jim and him at the football game.

Jim and him are in the objective case because they are used as ______ ______. The noun game is in the objective case because it is the ______ of the ___________ at.
DIRECT OBJECTS
OBJECT
PREPOSITION

21. Mother bought her a new coat.

The noun coat is in the objective because it is the ______ ______ of the verb bought. The pronoun her is in the objective case because it is the ________ ______ of the verb bought.
DIRECT OBJECT
INDIRECT
OBJECT

22. I gave him the ball for his birthday.

The underlined words are in the objective case because: ball is used as a ______ ______, him is an ________ ______, birthday is the object of the __________ for.
DIRECT OBJECT
INDIRECT
OBJECT
PREPOSITION

23. He learned that the boys were writing the letters to them.

He is the subject of the verb learned; boys is the s_ _ _ _ _ _ of the verb were writing.

SUBJECT

24. He learned that the boys were writing the letters to them.

Letters is the ______ ______ of the verb were writing. Them is the object of the __________ to.

DIRECT OBJECT
PREPOSITION

25. He learned that the boys were writing the letters to them.

He and boys are in the _________ case, but letters and them are in the _________ case.

NOMINATIVE
OBJECTIVE

26. We noticed them--Tom and her--at the game.

The pronoun them is in the _________ case because it is used as the ______ ______ of noticed.

OBJECTIVE
DIRECT OBJECT

27. We noticed them--Tom and her--at the game.

The words "Tom and her" are in the _________ case because they stand in apposition to the direct object.

OBJECTIVE

28. The others in the class--Al, Martin, and I--voted for him.

The words "Al, Martin, and I" are in the nominative case because they stand in apposition to the subject which is the word ______.

OTHERS

29. As you have observed, case does not influence the form of the noun, but it does influence the forms of pronouns. The forms I, he, she, they, and we are used in the n_________ case.

NOMINATIVE

30. The pronouns me, us, him, her, them are used in the _________ case.

OBJECTIVE

UNIT V

Lesson 3

Possessive Case

1. Nouns and pronouns show a third case: the possessive case. As the name indicates, nouns and pronouns in the possessive case show ownership or p _ _ _ _ _ _ i o n. POSSESSION

2. A. The house of Mary is white.
   B. Mary's house is white.

   To show possession, nouns add an apostrophe (') s. In B), Mary's is in the p _ _ _ _ _ _ i v e case. POSSESSIVE

3. Mary's book has been lost.

   Mary's is a noun which is used as an adjective modifier; it modifies book. A noun used as an adjective modifier and shows possession is in the p _ _ _ _ _ _ _ _ _ case. POSSESSIVE

4. I dislike mother's cat.

   Mother's is a noun which modifies cat. In other words, mother's functions as an adjective; it also indicates possession; it tells whose cat. Mother's, then, is in the _________ case. POSSESSIVE

5. My hat, your book, his pencil, its collar, their money

   These pronouns also show possession; they are called p _ _ _ _ _ _ i v e pronouns. POSSESSIVE

6. My, your, his are _________ pronouns. POSSESSIVE

7. My hat; your book; his pencil; its collar

   Notice that the possessive pronoun also modifies or describes; it functions as an a________. ADJECTIVE

8. A noun or pronoun used as an adjective modifier and showing possession is in the _________ case. POSSESSIVE

9. The puppy's fur is as soft as silk.

   In the sentence above, _______ is in the possessive case and modifies the noun ___. PUPPY'S FUR

10. Its fur is as soft as silk.

    In the sentence above, ____ is in the possessive case and modifies the noun ___. ITS FUR

11. Whose book do you have?
I have his book.

Whose and his are possessive p _ _ _ _ _ _ _. They are in the ________ case.

PRONOUNS
POSSESSIVE

12. We did not anticipate John's leaving.

The verbal leaving functions as a direct object of the verb; therefore, because it does the work of a noun, leaving is a verbal n _ _ _.

NOUN

13. We did not anticipate John's leaving.

The word John's is in the ________ case. (John is the source of the leaving.)

POSSESSIVE

14. We did not anticipate John's leaving.
We did not anticipate his leaving.

The noun or pronoun which precedes a verbal noun is, generally, in the ________ case.

POSSESSIVE

15. He did not object to Jim's playing the piano. He did not object to my playing the piano.

The words _____ and __ are in the possessive case because they precede a verbal noun.

JIM'S
MY

16. He did not object to our playing of the piano.

The pronoun our is in the possessive case because it precedes playing, a v_ _ _ _l noun.

VERBAL

17. Jane's giving you the answer will not help. My giving you the answer will not help.

Jane's and my are in the possessive case; they precede giving, a v_____ n___.

VERBAL NOUN

18. Possessive nouns can be recognized by the apostrophe (') s combination. In "he went to Joe's restaurant," the noun _____ is in the possessive case.

JOE'S

19. In "I was surprised by her anger," the possessive pronoun ___ modifies anger.

HER

20. I can not stand Bill's playing.

In the sentence above, Bill's is in the possessive case because it precedes the verbal noun ______.

PLAYING

21. I can not stand Bill's playing. I can not stand his playing.

A pronoun that replaces a noun in the possessive case must also be in the possessive case. In the examples above, his can replace Bill's because his is in the ________ case.

POSSESSIVE

22. The mayor's spending has increased the city's debts. In the sentence above ______ and ______ are in the possessive case.	MAYOR'S CITY'S
23. His spending has increased our debts. In the sentence above, ___ and ___ are in the possessive case.	HIS OUR
24. As a rule the _________ case of the pronoun is used before a nonfinite verb form ending in -ing.	POSSESSIVE
25. We have now studied the three cases of nouns and pronouns: the n________ case, the o________ case, the p________ case.	NOMINATIVE OBJECTIVE POSSESSIVE
26. The parts of speech that show case are _____ and ________.	NOUNS PRONOUNS
27. The pronoun he is an example of a pronoun in the _________ case.	NOMINATIVE
28. The pronoun him is an example of a pronoun in the ________ case.	OBJECTIVE
29. The pronoun his is an example of a pronoun in the _________ case.	POSSESSIVE
30. John's and Tom's are examples of nouns in the _________ case.	POSSESSIVE

REVIEW LESSON NO. 5

1. This lesson will be a review of the three cases: The n__________ case, the o__________ case, and the __________ case.

2. A predicate nominative is in the __________ case.

3. A direct object is in the __________ case.

4. An indirect object is in the __________ case.

5. The subject of the verb is in the __________ case.

6. A noun or pronoun preceding a verbal noun (-ing word) is usually in the __________ case.

7. Word or words in apposition with the subject of the sentence are in the __________ case.

8. A noun or pronoun used as the object of a preposition is in the __________ case.

9. A noun or pronoun in apposition with the direct object of the sentence is in the __________ case.

10. Nouns in the __________ case have the apostrophe (') s combination.

11. He is in the __________ case, him is in the __________ case, his is in the __________ case.

12. The critic wrote several articles.

    The noun ______ is the sûbject of the verb wrote; the noun ________ is the direct object of the verb wrote.

13. We had dinner with Bill and her at their house.

    We is in the __________ case because it is the _______ of the verb had.

14. We had dinner with Bill and her at their house.

    Dinner is in the _________ case because it is the ______ ______ of the verb had.

15. We had dinner with Bill and her at their house.

    Bill and her are in the _________ case because they are the ______ of the __________ with.

16. We had dinner with Bill and her at their house.

    House is in the _________ case because it is the ______ of the __________ at.

17. We had dinner with Bill and her at their house.

    The pronoun their is in the __________ case and functions as an _________.

18. It was she who donated the collection.

Who is in the _________ case; it is the ______ of the verb donated.

19. Mrs. Smith, our faculty adviser, is retiring at the end of the semester.

Smith is the ______ of the verb is retiring. Smith, therefore, is in the _________ case.

20. Mrs. Smith, our faculty adviser, is retiring at the end of the semester.

Adviser is an _________ to the subject; adviser, therefore, is in the _________ case.

21. Mrs. Smith, our faculty adviser, is retiring at the end of the semester.

End is the object of the preposition __; semester is the object of the preposition __. End and semester are in the ________ case.

22. He let Douglas and (I, me?) attend the lecture.

23. The work was to have been completed by Faye and (I, me?).

24. To correct the sentence
"The punishment was meant for we recruits."
change __ to __.

25. Us students refused to vote for him being dismissed.

Change __ to __ and ___ to ___.

UNIT VI

Lesson 1

Use of the Personal Pronoun in the Nominative and Objective Case

1. In Unit V we studied the three cases. We have seen that pronouns change forms when they change cases. In this lesson, we shall study the pronouns that are used in each of the three cases: the n________ case, the o________ case, and the p________ case.

NOMINATIVE
OBJECTIVE
POSSESSIVE

2. For example, the pronouns I, he, she, we, you, they, and who are in the ________ case. They may be used as the s______ of a verb.

NOMINATIVE
SUBJECT

3. The pronouns me, him, her, us, them, and whom are in the ________ case. They may be used as the ______ of a verb.

OBJECTIVE
OBJECT

4. John hit Mary.

As we have seen, a pronoun may take the place of a noun. The pronoun, however, must be in the same case as the noun which it replaces. In the sentence above, John is in the ________ case and Mary is in the ________ case.

NOMINATIVE
OBJECTIVE

5. John hit Mary. He hit her.

Instead of "John hit Mary," we could also say "he hit her," because he is in the ________ case and her is in the ________ case.

NOMINATIVE
OBJECTIVE

6. George and Mary went shopping.

George and Mary are the subjects of the verb; they are in the nominative case. We could also say "George and she went shopping," because she is in the ________ case.

NOMINATIVE

7. They and we walked to work yesterday.

We have seen that co-ordinating conjunctions, such as and, join equal units. The subject of a sentence is always in the nominative case. They and we are both in the ________ case.

NOMINATIVE

8. Marie likes him and me.

Him and me form a compound direct object; they are both in the ________ case.

OBJECTIVE

9. John and he are going with Betty and me.

John and he are the subjects of the verb and are in the ________ case. Betty and me are objects of the preposition with and are in the ________ case.

NOMINATIVE
OBJECTIVE

10. Bill and Joe have a date with Brenda and Susan.

In the sentence above, Joe can be replaced by the pronoun he. Susan can be replaced by ___ but not she because Susan is an object of a preposition. HER

11. It was he who answered the phone.

In the sentence above, he functions as a predicate n o m _ _ _ _ _ _ _ NOMINATIVE
and is in the _________ case. NOMINATIVE

12. George and I convinced her that it was I.

The pronoun I in both places is in the _________ case. NOMINATIVE

13. If it were (they, them?), the entire class should be grateful.

We have learned that predicate nominatives follow a linking verb. In the sentence above, the pronoun ____ follows the linking verb were and THEY
is in the _________ case. NOMINATIVE

14. I, he, she, we, they, and who are pronouns in the _________ case. Me, NOMINATIVE
him, her, us, them, and whom are in the ________ case. OBJECTIVE

15. Charles and (we, us?) walked to work yesterday.

In the sentence above, Charles is one of the subjects of the sentence and is in the nominative case. Use the pronoun __ because it also is WE
a subject and is in the _________ case. NOMINATIVE

16. Jim and (I, me?) worked against the issuing of bonds.

Jim and _ are the subjects of the sentence. Both are in the _________ I
case. NOMINATIVE

17. Either George or (her, she?) will visit us.

George and ___ are in the nominative case. They are the _______ of the SHE
sentence. SUBJECTS

18. The man invited Mother and (me, I?).

Mother and __ are in the objective case because they are the direct ME
o _ _ _ _ _ s of the verb invited. OBJECTS

19. The letter was addressed to Mother and (I, me?).

Mother and __ are objects of the preposition to. They are in the ME
________ case. OBJECTIVE

20. The Smiths and (they, them?) live on the same block.

Smiths and ____ are the subjects of the sentence. THEY

21. Neither the captain nor (him, he?) will be here today.

Captain and __ are the subjects of the sentence. They are in the HE
__________ case. NOMINATIVE

22. The packages were delivered to (he, him?) and (she, her?). The pronouns ___ and ___ are objects of the __________ to.	HIM HER PREPOSITION
23. The electorate warned the Republicans and (we, us?) by the close vote. Republicans and __ are the direct _______ of the verb ______.	US OBJECTS WARNED
24. (A) We went to town. (B) We soldiers went to town. In sentence (B) we and soldiers are identical. Soldiers was called an appositive in an earlier lesson. Hence we and soldiers must be prepared to serve as the _______ of the verb went.	SUBJECT
25. We soldiers went to town. If we delete we, the sentence reads: "Soldiers went to town." If we delete "soldiers," the sentence reads "__ went to town."	WE
26. (Us, We?) students deserve better treatment. The pronoun __ is the subject of the verb deserve. The noun s_______ is in apposition with the subject.	WE STUDENTS
27. (We, Us?) people demand better service. The pronoun __ is the subject of the verb.	WE
28. The police chased us boys around the block. Us and boys are equal. Boys is the appositive of us. Us is the ______ ______ of the verb chased. Boys and us are both in the _________ case.	DIRECT OBJECT OBJECTIVE
29. The Government sent (us, we?) cadets to college. Cadets is in apposition with the direct object. The direct object of the verb sent is the pronoun __.	US
30. Nothing good was said about (us, we?) citizens. The pronoun __ is the object of the preposition about. The noun ________ is in apposition with the object.	US CITIZENS

UNIT VI

Lesson 2

Personal Pronouns
Objective Case, Reflexives

1. George and I convinced her.

The pronoun I is the ______ of the verb; her is the ______ of the verb. SUBJECT OBJECT

2. It was I.

A pronoun following a linking verb is in the ________ case. NOMINATIVE

3. It was (he, him?) who first suggested that we try this technique.

The proper form of the personal pronoun is __. HE

4. When a noun and a pronoun are used together as the subject or as an object, the pronoun form will be the same as it would have been if it had appeared alone. The form of the pronoun is always determined by its ____________ in the clause. USE (FUNCTION

5. The idea hit Father and (I, me?) at the same moment.

The objective case (object form) is required. Both Father and __ are objects of the verb hit. ME

6. Father told Jack and (I, me?) the story.

Use the (subject, object?) form, which is __. OBJECT ME

7. Either George or (he, him?) will visit us.

Use the ______ form, which is __. SUBJECT HE

8. Neither the children nor (she, her?) will be disappointed.

Use the ______ form, which is __. SUBJECT SHE

9. He let him and I go.

This expression is substandard because I, the subject form, is used instead of __, the object form. ME

10. George walked toward (she, her?).

The objective case form ___ is demanded because it is the object of the preposition ______. HER TOWARD

11. The assignment was intended for (we, us?) students.

The ________ form __ is demanded because it is the _____ of the preposition.

OBJECTIVE (OBJECT)
HER
OBJECT

12. Everyone came but John.

In this example but functions as a preposition. The object of but is the noun ____.

JOHN

13. Everybody came but (she, her?) and John.

The _________ form ___ is required because it is the _____ of a preposition.

OBJECTIVE (OBJECT)
HER
OBJECT

14. Nobody arrived on time but Marlene and (I, me?).

The _________ form __ is demanded.

OBJECTIVE (OBJECT)
ME

15. As we have observed, we have little difficulty with one pronoun after a verb or preposition. For example, the form of a pronoun used after a preposition is the _________ form.

OBJECTIVE (OBJECT)

16. The letter was addressed to Mother and me.

We need the _________ case form me because it is an object of the preposition to.

OBJECTIVE (OBJECT)

17. The stranger left the information for you and (I, me?).

ME

18. The director divided the shares between us.

The form us is used because it is the object of the preposition _______.

BETWEEN

19. Suppose we have two words connected by and following between. "He divided the shares between Donald and me." We still need the objective form me because it is the object of the preposition _______.

BETWEEN

20. Remember that the pronouns appearing in the expression "between xxx and xxx" will always be in the _________ case.

OBJECTIVE

21. Between you and (I, me?), I think he should be able to remember the incident.

The object form __ is demanded.

ME

22. The expression "between you and I" is incorrect in all situations. At all times the expression should be "_______ you and __."

BETWEEN
ME

23. Compound personal pronouns are made by adding self to the objective forms her, him, and selves to them. To indicate that, for example, "Al got a new muffler," we would write "Al got ___self a new muffler."

HIMSELF

3

24.	If we add self to her we form the compound or reflexive pronoun ______; if we add self to him we have the reflexive pronoun ______.	HERSELF HIMSELF
25.	Compound personal pronouns are made by adding self to the object forms h__, h__, or it.	HIM HER
26.	Reflexive pronouns are also formed by adding self to my to form _____; and self to your to form _______.	MYSELF YOURSELF
27.	To form plural reflexives, we add selves to them, our, and your (when referring to more than one person). We say, for example, "the children hurt t___s_____ playing."	THEMSELVES
28.	Jackson hurt _______ when he announced for two offices. The reflexive pronoun _______ may be used to complete the blank.	HIMSELF HIMSELF
29.	The words hisself and theirselves have not been mentioned because they do not exist in standard English. The masculine singular reflexive is h__self and the parallel plural is t___selves.	HIMSELF THEMSELVES
30.	Reflexive pronouns are formed by adding self to the objective forms h__, h__, or it and selves to t___ and y___.	HIM HER THEM YOUR

UNIT VI

Lesson 3

Elliptical Clauses
Possessive Case

1. The younger man can run farther than I can run.

Than is a conjunction connecting two clauses. In the sentence above, the subject of the second clause is the pronoun __.

I

2. My son can run faster than I can run.

A more common way of expressing the sentence above is "my son can run faster than I." I, in this instance, is the subject of the understood verb can run and is in the n________ case.

NOMINATIVE

3. In "I am taller than she by six inches," she is the subject of the understood verb is. She is in the _________ case.

NOMINATIVE

4. The Houston players are shorter than they (are).

They is in the nominative case because it is the ______ of the understood verb are.

SUBJECT

5. This man is better qualified than (he, him?).

The pronoun __ is the ______ of the understood verb is.

HE
SUBJECT

6. My brother is older than (I, me?).

In the sentence above, the pronoun __ is the ______ of the understood verb am.

I
SUBJECT

7. He reads more slowly than (I, me?)

__ is the subject of the understood verb ____.

I
READ

8. These scouts discovered more unusual rocks than (they, them?).

____ is the subject of the understood verb _________.

THEY
DISCOVERED

9. Clay bothers his mother more than he bothers us.

The pronoun he is the ______ of the verb bothers and the pronoun us is the direct _____.

SUBJECT
OBJECT

10. Clay bothers his mother more than he bothers us.

Us comes after the verb bothers and receives the action of the verb. Us is the direct object and is, therefore, in the ________ case.

OBJECTIVE

11. Clay bothers his mother more than he bothers us.

A more common way of expressing this is "Clay bothers his mother more than us." Us is still the direct ______ of the understood verb bothers and is in the ________ case.

OBJECT
OBJECTIVE

12. Clay bothers his mother more than us.

In the sentence above, us is the direct object of the understood verb bothers and is in the ________ case.

OBJECTIVE

13. (A) Clay bothers his mother more than us.
(B) Clay bothers his mother more than we.

Sentence (A) suggests that "Clay bothers his mother more than he ______ us." (B) suggests that "he bothers his mother more than we ______ his mother."

BOTHERS
BOTHER

14. (A) Clay bothers his mother more than us.
(B) Clay bothers his mother more than we.

In (A) the pronoun us is the ______ ______ of the understood verb bothers.
In (B) the pronoun we is the s______ of the understood verb bother.

DIRECT OBJECT
SUBJECT

15. (A) She loves you as much as I.
(B) She loves you as much as me.

Sentence (A) indicates that "she loves you as much as I ____ you."
Sentence (B) indicates "she loves you as much as ___ _____ me."

LOVE
SHE
LOVES

16. (A) She loves you as much as I.
(B) She loves you as much as me.

After the conjunction as, the pronoun may be either in the n________ case or o________ case, depending on the intention of the writer.

NOMINATIVE
OBJECTIVE

17. The hat suits you better than (me, I?).

Many sentences, such as the one above, have only one sense. The sentence above implies "the hat suits you better than it _____ me."

SUITS

18. The teacher is wiser than (she, her?).

The sentence above has only one meaning: "The teacher is wiser than ___ is wise."

SHE

19. We have discussed the nominative case and objective case. We shall now discuss the possessive case. The pronouns my, her, his, its, our, and so forth, indicate possession. They are called p______ive pronouns.

POSSESSIVE

20. The pronouns his, hers, its are called _________ pronouns.

POSSESSIVE

21. **His** house was completed.

Sometimes the object possessed is understood. If the sentence above were changed to "his was completed," the noun _____ would be the something understood.

HOUSE

22. (A) The man's house was completed.
(B) His was completed.

In (B) man's house has been replaced by the p_________ pronoun his.

POSSESSIVE

23. When they are not followed by a noun, the following possessive pronouns change in form: my to mine, her to hers, our to ours, your to yours, their to theirs. For example, we may say "this is my car" or "this is _____."

MINE

24. Their suggestion is more valid than my suggestion.

Use theirs in place of their suggestion and mine for my suggestion. The sentence now reads "______ is more valid than ____."

THEIRS
MINE

25. Theirs is more valid than mine.

The two possessive pronouns are ______ and ____.

THEIRS
MINE

26. The man's house was completed; her house will be completed in a month.

For man's house we could substitute the possessive pronoun ___; for her house we could substitute the possessive pronoun ____.

HIS
HERS

27. His was completed; hers will be completed in a month.

The possessive pronouns are ___ and ____.

HIS
HERS

28. Our boat is larger than your boat.

If the underlined parts of the sentence above were replaced by possessive pronouns, the sentence would read "____ is larger than _____.

OURS
YOURS

29. His coat is blue; my coat is gray.

If we replace the underlined parts with possessive pronouns, the sentence reads "___ is blue; ____ is gray."

HIS
MINE

30. When they are not followed by a noun, my changes to mine, her to ____, our to ____, your to yours, and their to _____.

HERS
OURS
THEIRS

UNIT VI

Lesson 4

Pronoun--Antecedent Agreement
Who - Whom

1. The noun for which a pronoun stands is called the antecedent of the pronoun. In "Wolfe shows his poetical inclinations," Wolfe is the _________ of his. (That is, "Wolfe shows Wolfe's poetical inclinations.") ANTECEDENT

2. Students who register late are frequently disappointed.

   In the sentence above, the pronoun who has as its antecedent the word ________. STUDENTS

3. They registered for their courses during early registration.

   The possessive pronoun their has another pronoun they as its _________. ANTECEDENT

4. They registered for their courses.

   The pronouns they and their are both p_ _ _ _l in number. PLURAL

5. If the antecedent is singular in number, the pronoun will be ________ in number. SINGULAR

6. We can state that a pronoun agrees with its antecedent in n_____. NUMBER

7. The singular pronouns used to replace singular nouns are he, ___, and ___. SHE IT

8. The possessive form of he is ___; of she is her or ____; of it is ___. HIS HERS ITS

9. One problem involves the agreement of such indefinite pronouns as each, every, everyone. We have observed that each, every, everyone, and everybody are considered to be s_______ in number. SINGULAR

10. Everyone must select his own courses.

    The possessive pronoun his and indefinite pronoun everyone are both ________ in number. SINGULAR

11. It is customary to use he, him, or his in reference to an indefinite pronoun like each, anyone, or everyone. In the expression "Everyone must pay for his meal," the form ___ agrees in number with the indefinite pronoun ________. HIS EVERYONE

12. Everybody must make up ___ mind to study.

Use the pronoun ___ to agree in number with the indefinite pronoun ________.

HIS
HIS
EVERYBODY

13. Everyone was asked whom he intended to bring.

The pronoun he is used in reference to the indefinite pronoun ________.

EVERYONE

14. Each one knows what __ is to do.

The pronoun __ is used to agree with the indefinite pronoun.

HE
HE

15. The case form of a pronoun is always determined by its use. In the expression "he knows someone who will sponsor our team," the pronoun who is the _______ of the verb will sponsor.

SUBJECT

16. S V O V
I know a man whom we can ask.

In the sentence above, we is the _______ of the verb can ask and whom is the direct ______.

SUBJECT
OBJECT

17. The pronoun who is the nominative form and whom is the _________ form.

OBJECTIVE

18. The chief has promised to punish whoever violates the laws.

The pronoun whoever is the _______ of violates and is in the __________ case.

SUBJECT
NOMINATIVE

19. The police arrest whomever they catch.

The pronoun they is the _______ of the verb catch and whomever is the direct ______.

SUBJECT
OBJECT

20. Marsha knows who she is.

She is the subject of the linking verb is and who is a predicate __________.

NOMINATIVE

21. (Who or whom).
He wanted to know ____ I would recommend.

The form ____ is the ______ of would recommend.

WHOM
WHOM
OBJECT

22. I wonder ____ they are considering now.

The form ____ is the ______ of the verb.

WHOM
WHOM
OBJECT

23. They want to know ____ she heard from about a position. (Or, she heard from ____ . . .)

The form ____ is the object of the preposition.

WHOM
WHOM
WHOM

24. Do not permit an intervening expression, such as they thought, they believe, to influence the case of a pronoun. Notice that an expression like "we thought" is a separate unit; that is, it contains a subject, __, and a verb, _______. WE THOUGHT

25. The dean mentioned who he believed was qualified.

The sentence above contains three finite verbs, which are _________, _________, and _____________. MENTIONED BELIEVED WAS QUALIFIED

26. The dean mentioned whoever he believed was qualified.

The subject of mentioned is dean; of believed is __; and of was qualified is _______. HE WHOEVER

27. Tom is the man ___ the reporter thought should have been convicted.

The form ___ is demanded because it is used as the _______ of the verb phrase, should have been convicted. WHO WHO SUBJECT

28. The question of who or whom is frequently overlooked in speech, but there is little excuse for the misuse of the forms in writing. Use the form ____ in all constructions where the objective case is demanded. WHOM

29. The nominative form who is used as the _______ of a verb or as a _________ nominative. SUBJECT PREDICATE

30. The objective form whom is used as the ______ of a verb or ______ of a preposition. OBJECT OBJECT

REVIEW LESSON NO. 6

The following is a short review of the use of pronouns. Select the proper form of the pronoun.

Work as rapidly as you can, applying the various tests that have been suggested in the previous lessons. Now, begin.

1. (Them, They?) and (we, us?) have decided to be friends.
2. (Us, we?) directors have changed our minds about buying the lots.
3. (Him, He?) and (me, I?) will attend the game Saturday.
4. Both Brenda and (us, we?) will pay for the books.
5. The committee worked with our church and (we, us?) until the drive was completed.
6. The Anderson children and (them, they?) will meet you at the school.
7. He waited fifteen minutes for (they, them?) and the children.
8. The father followed his son and (I, me?) for two miles before we lost him.
9. Protected by James and (she, her?), the little boy walked down the street.
10. The parents, friends, and (me, I?) awaited the outcome.
11. The good news made Arthur and (I, me?) happy.
12. The money will be divided between you and (me, I?).
13. Mother read the letters from (she, her?) and (he, him?).
14. John and (he, him?) will attend the same school.
15. Wait for (he, him?) and (I, me?) at the drugstore.
16. Bill and (I, me?) do not agree.
17. The police arrested them as well as (he, him?).
18. Though he has not a penny, he is richer by far than (us, we?).
19. She is much younger than (him, he?).
20. The man and woman worked the same number of hours, but the manager gave her more than (he, him?).

21. Mother received the present from Jane and (I, me?).

22. Susan and (him, he?) looked quite discouraged after the election.

23. The professors will select Smith or (I, me?).

24. You will be with Jacob and (I, me?).

25. Professor Jones and (him, he?) refused to support the majority opinion.

UNIT VII

MODIFIERS

Lesson 1

Adjectives

1. The term modify means "to qualify, limit, or restrict." Note the difference between "a course" and "an easy course." Any word that qualifies, limits, or restricts another word is a m_ _ _ f i e r. MODIFIER

2. We have observed the subject-verb-complement relation in a sentence. Generally other words modify these primary elements. The next important relationship is that of mod_ _ _ _ _ s to a subject, verb, or complement. MODIFIERS

3. Subjects, verbs, and complements are the primary elements; therefore, m________ are secondary elements. MODIFIERS

4. Now we are ready to review the parts of speech which modify: adjectives and adverbs. A word that describes, limits, or qualifies another word is either an ________ or an ______. ADJECTIVE ADVERB

5. Noun or pronoun modifiers are called adjectives. Verb modifiers are called adverbs. A word that modifies a noun or pronoun is called an ________. ADJECTIVE

6. intelligent student this assignment

   The underlined words modify nouns and function as _________. ADJECTIVES

7. The brave settlers faced an angry enemy.

   The words brave and angry are adjectives. They modify the nouns ________ and _____. SETTLERS ENEMY

8. Adjectives may be divided into two general groups: those that describe and those that identify or limit substantives. Adjectives that describe are called d _ _ _ _ _ p t i v e adjectives. DESCRIPTIVE

9. Adjectives, such as tall, brave, beautiful, that describe nouns or pronouns are called ___________ adjectives. DESCRIPTIVE

10. A green tree, thin ice, beautiful lake

    The underlined words describe the nouns by naming a quality or condition; green, thin, and beautiful are d_________ adjectives. DESCRIPTIVE

11. Adjectives that describe are called __________ adjectives. DESCRIPTIVE

12. Most descriptive adjectives have forms ending with er, est, such as smooth, smoother, smoothest; or forms using more or most, such as ____ difficult, ____ difficult. MORE MOST

13. The process of adding -er or -est to the word or more or most before a word to show various degrees of quality is called comparison. The forms tall, taller, tallest show the three degrees of c ________ of the word tall. COMPARISON

14. Adjectives of one syllable, such as tall, brave, thick usually have the _ _ and _ _ _ forms of comparison. ER EST

15. Adjectives of three or more syllables are usually compared by using the words more or most. In other words, we say "the test is difficult; it is the most ________ test I have taken." DIFFICULT

16. Some two-syllable adjectives use the endings er, or est; some use more or most; some use either but not both at the same time. Angry, angrier, angriest, is correct; angry, more angry, most angry, is also correct; more angrier would not be _______. CORRECT

17. One method of comparison is sufficient. Do not use both the ending er or est and the word more or most. The expression "more better" is incorrect because only ___ (how many?) method of comparison whould be used. ONE

18. As a rule, d__________ adjectives may be compared. DESCRIPTIVE

19. Adjectives may be divided into two general groups: those that limit or limiting adjectives and those that describe or _ _ _ _ _ _ p t i v e adjectives. DESCRIPTIVE

20. This book Some students ten problems

The underlined words limit the nouns in some way as to quantity; this, some, ten are l_______ adjectives. LIMITING

21. That book Many nations five students

The underlined words are ________ adjectives. LIMITING

22. Certain adjectives defy comparison. Limiting adjectives, such as three, some (men), this (lesson), do not have different degrees of __________. COMPARISON

23. this book that pencil
these books those pencils

The words this, these, that, those in the example above function as l_______ adjectives. LIMITING

24. A. This concept is important.
B. This is important.

In sentence A) this modifies (limits) the noun concept and occupies the position of an a _ _ _ _ _ _ _ _ _. In B) this takes the place of the noun and is a p_ _ _ _ _ n. ADJECTIVE PRONOUN

25. this is a book that is a pencil
these are books those are pencils
In these examples, this, these, that, those function as _______. PRONOUNS

26. Generally a word, phrase, or clause that modifies a noun or pronoun functions as an ________. ADJECTIVE

27. A clause contains a subject and a predicate; a phrase does not.

a) of the child
b) who saved the child

Example a) is a _____; example b) is a _____. PHRASE CLAUSE

28. The mother of the child did not see the child fall.

The phrase "of the child" modifies _____ and functions as an ________. MOTHER ADJECTIVE

29. The woman who saved the child was rewarded.

The clause "who saved the child" modifies _____ and functions as an ________. WOMAN ADJECTIVE

30. Words, phrases, or clauses that modify substantives function as ________. ADJECTIVES

UNIT VII

Lesson 2

Adverbs

1. Words, phrases, or clauses that modify nouns or pronouns function as __________.

ADJECTIVES

2. The second mofifier of words is the adverb. Adverbs, broadly speaking, modify verbs; adjectives modify _____ or ________.

NOUNS
PRONOUNS

3. Verb modifiers usually indicate time, place, and manner. An adverb modifies verbs and indicates ____, ______, or _____.

TIME
MANNER
PLACE

4. Adjectives: different, beautiful, brave
Adverbs: differently, beautifully, bravely

Typical adverbs end in the suffix _ _.

LY

5. The class completed the task easily.

The word easily answers the question of how "the class completed the task." In other words, easily modifies the verb _________ and functions as an ______.

COMPLETED
ADVERB

6. The woman arranged the furniture differently.

The adverb ___________ modifies the verb ________.

DIFFERENTLY
ARRANGED

7. quite small, rather important, somewhat better, too much

The underlined words indicate degree (to what extent) and also modify other modifiers. Quite, rather, somewhat, too are _______.

ADVERBS

8. very rather quite too somewhat

These adverbs answer the question "to what extent?" and modify other modifiers. In other words, these words modify other adverbs and adj _ _ _ _ _ _ _.

ADJECTIVES

9. The very brave boy

The adverb very modifies brave. Very is an ______; brave modifies the noun boy and is an _ _ _ _ _ _ _ _ _.

ADVERB
ADJECTIVE

10. His car is travelling too rapidly.

The word rapidly modifies the verb is travelling and functions as an ______.

ADVERB

11.	His car is travelling too rapidly. The adverb too modifies rapidly. Adverbs also modify other _______.	ADVERBS
12.	We compare adverbs in the same manner as adjectives. Different degrees are shown by adding the letters er or _ _ _ or by using the words more or _ _ _ _.	EST MOST
13.	We can say "he attends more regularly than before." In other words, typical adverbs ending in -ly may be compared by using the words ____ or ____.	MORE MOST
14.	Some adverbs defy comparison. The adverbs too, not, somewhat, now do not have varying d_ _ _ _ _s of comparison.	DEGREES
15.	Verbs like very, too, rather, somewhat do not modify verbs but other m________ (either adjectives or adverbs).	MODIFIERS
16.	Such words as here, there, now, soon, not, never, although they do not end in ly, are adverbs. The words here, there tell _____ (when, where, or how?)	WHERE
17.	Such adverbs as now, soon, never, then answer the question ____ (when, where, or how?).	WHEN
18.	He acted bravely. He acted how? He acted bravely. Adverbs, then, answer the questions ___, ____, _____, and "to what extent."	HOW WHEN WHERE
19.	Although most adverbs end in ly, some adjectives end in ly, such as a lonely man, a friendly man. The function of a word in a sentence determines its p_ _ _ of sp_ _ch.	PART SPEECH
20.	Many times an adverb may be placed in various positions. a) He turned the corner quickly. b) He quickly turned the corner. In both examples, the adverb modifies the verb ______.	TURNED
21.	Adverbs should be placed close to the elements they modify. In the expression "I almost won a hundred dollars," almost modifies the word ___. (Note the intention of the writer.)	WON
22.	Note the difference: A) I almost won a hundred dollars, and B) I won almost a hundred dollars. The writer of _ did not win any money, but the writer of _ won some money.	A B
23.	Adverbial modifiers, such as almost, only, often, merely, should be placed (before, after?) ______ the word they modify.	BEFORE
24.	Such adverbs as very, too, somewhat, rather modify other m _ _ _ _ _ _ _ _.	MODIFIERS

25. Adverbs that indicate time, place, or manner usually modify _____. VERBS

26. Adverbs that indicate to what extent usually modify other m________. MODIFIERS

27. A clause contains a subject and a predicate; a phrase does not.

a) After the ball was over
b) After the ball

Example a) is a ______; example b) is a ______. CLAUSE PHRASE

28. The couple left on their honeymoon after the ball.

The phrase "after the ball" indicates time and functions as an ______, because it modifies left. ADVERB

29. We went home after the ball was over.

The clause "after the ball was over" indicates time and functions as an ______. ADVERB

30. A word, phrase, or clause that modifies a verb functions as an ______. ADVERB

UNIT VII

Lesson 3

Articles

1. A, an and the are special adjectives called articles. In the sentence "the book is a classic," the articles function as __________, because, in a sense, they modify the nouns book and classic. ADJECTIVES

2. The word that modifies a substantive is an adjective.

   The, a, an are special adjectives called articles. Articles modify n _ _ _ _. NOUNS

3. Previously we mentioned that the, a, an are special adjectives called a _ _ _ c l e s. ARTICLES

4. The adjective the is called the definite a r t _ c _ _. The adjectives a and an are called indefinite ________. ARTICLE ARTICLES

5. The definite article the and the indefinite articles _ and __ modify nouns in a special way. A AN

6. An object designated as a specific or definite object, such as "I enjoyed the lecture," is modified by the definite article ___. THE

7. a teacher a book an idea
   the teacher the book the idea

   Note the slightly different concept in the examples. The implies a specific or d_f_n_te object. DEFINITE

8. None but brave men deserve fair ladies.

   The words brave and fair function as __________. ADJECTIVES

9. The article the before a word indicates the next word is a noun or a noun soon follows. For example, in the expression "the brave came forward," we recognize brave as a noun because it is the subject and is preceded by the article ___. THE

10. None but brave men deserve fair ladies.

    We can change this sentence so that brave and fair go from adjectives to nouns by deleting the nouns men and ladies and inserting the article _ _ _ before brave and fair. THE

11. A. The unemployed man found a job.
    B. The unemployed present many problems.

    In sentence A) unemployed functions as an ________; in B) unemployed functions as a ____. ADJECTIVE NOUN

12. By using an article, words ordinarily used as adjectives may function as ______.

NOUNS

13. Articles are important. Note the difference between "I own a green and white convertible" and "I own a green and a white convertible." The first sentence refers to ___ (how many?) car(s) and the second to ___ car(s).

ONE
TWO

14. The is also used to designate the number of persons indicated. "The lawyer and writer" refers to one person, but "the lawyer and the writer" indicate ___ (how many?) persons.

TWO

15. The secretary and the treasurer are elected each year.

How many persons are elected? ___ (Notice the verb agrees in number with the subject.)

TWO

16. The indefinite articles a and an generally designate an object as being general or i_________.

INDEFINITE

17. The article the is a ________ article; the article a and an are __________ articles.

DEFINITE
INDEFINITE

18. an adjective   a noun

The indefinite article a is used before a word beginning with a consonant sound. Before a word beginning with a vowel sound (a, e, i, o, u), the __________ _______ an is used.

INDEFINITE
ARTICLE

19. The article a is used before a consonant sound; the article an is used before a vowel sound (a, e, i, o, u). Supply the appropriate form of the article:

a) __ adjective
b) __ indefinite
c) __ definite
d) __ pronoun
e) __ article

a) AN
b) AN
c) A
d) A
e) AN

20. The article an is also used before a silent h. Pronounce hour. You do not sound the h. The appropriate article is _______ (a hour or an hour?).

AN HOUR

21. Pronounce the word hour. Notice that the h is silent and the first sound is that of the vowel o (hour - /our/). The indefinite article used with honor is __. (Pronounce the word before answering.)

AN

22. Test these words and supply the appropriate indefinite article.

__ house   __ heir   __ honor

A
AN
AN

23. Some words beginning with u, o, e have an initial consonant sound (expulsion of air), such as a union, a one-girl man, a unit. Use the indefinite article _ before a consonant sound.

A

24. Pronounce the words union, unit, university. Notice that the u sound is made by an expulsion of air. Before the words use and uniform use the indefinite article _.

A

25. Pronounce the words umbrella, umpire, unbeaten. Notice that there is no initial expulsion of air. Before the words umbrella, umpire, unbeaten, however, you would use the indefinite article __. AN

26. The indefinite article an is used before a _____ sound. VOWEL

27. Supply the appropriate indefinite article. AN AN AN

1) __ adverb 2) __ answer 3) __ American

28. Supply the appropriate indefinite articles: A AN A

1) __ substantive 2) __ English teacher 3) __ teacher

29. The adjectives a, an, and the are called ________. ARTICLES

30. Because it points out definitely, the is called the ________ article. DEFINITE

UNIT VII

Lesson 4

Adjective or Adverb

1. Sentences contain subjects, predicates, complements, connectives, and modifiers. Adjectives and adverbs are ________.	MODIFIERS
2. Typical adverbs, such as rapidly, quietly, differently, end in __.	LY
3. However, some adjectives also have an -ly form. In the sentence "weekly lectures are given," the word "weekly" modifies ________ and functions as an ________.	LECTURES ADJECTIVE
4. A friendly man The man is friendly The word friendly in both examples functions as an ________.	ADJECTIVE
5. Since adjectives and adverbs both function as modifiers, the main usage problem is knowing when to use an adjective and when to use an adverb. The ________ of the word in the sentence determines the part of speech.	FUNCTION (USE
6. A number of words may be either adjectives or adverbs, depending on their function. In the sentence, "this is a hard surface," hard functions as an ________ modifying the noun _______.	ADJECTIVE SURFACE
7. If you try harder, you will pass this course. The word harder is an ______, modifying the verb ___.	ADVERB TRY
8. A. The student is an early riser. B. He always arrives early. In sentence A) early is __ ________; in B) an ______.	AN ADJECTIVE ADVERB
9. Where separate words do exist, the correct form should be used. Supply the adverb form for each of the following adjectives. sure, ______, different, __________, real, ______	SURELY DIFFERENTLY REALLY
10. The air is bad. It is badly contaminated. The word ___ is an adjective; the word _____ is an adverb.	BAD BADLY
11. Select the correct form and indicate the word it modifies. For example: He will come (regular, regularly?). The correct form is _________ because it modifies the verb phrase ____ ____.	REGULARLY WILL COME

12. (Sure, surely?) he will receive a raise shortly.

The correct form is ______ because it modifies the verb phrase ____ _______.

SURELY
WILL RECEIVE

13. The student worked (quiet, quietly?) during the exercise.
_______ ______

QUIETLY
WORKED

14. The (quiet, quietly?) student worked.
_____ _______

QUIET
STUDENT

15. The girl spoke (distinct, distinctly?).
_________ _____

DISTINCTLY
SPOKE

16. The major problem concerns using the correct form with linking verbs. The verb be and its forms (am, is, are, was, were) may function as _______ verbs.

LINKING

17. S P
Mary was cheerful.

The verb be (is, was, were, etc.) expresses no action. It links the subject with a word in the _________.

PREDICATE

18. A man is he The man is brave

A linking verb is always followed by a noun, pronoun, or __ ________.

AN ADJECTIVE

19. A linking verb links the subject to a word in the p_______ that renames or modifies the subject.

PREDICATE

20. Linking verbs do not assert action completed by the subject, but express a state of being. Forms of be are most frequently used as _______ verbs.

LINKING

21. In addition to the forms of be, the words sound, taste, look, smell, and feel are often linking verbs. Verbs involving the use of the five senses are also called _______ verbs.

LINKING

22. The milk tastes sour. Jane feels bad.

Note that the verbs do not express action. The milk is not tasting; Jane is not feeling with her hands. Tastes, feels are _______ verbs.

LINKING

23. She felt the merchandise.
He tasted the wine.
The rat smelled the cheese.

In the examples above, the verbs felt, tasted, smelled express a c _ _ _ n and are not used as linking verbs.

ACTION

24. Notice the difference between "the hay smelled sweet" and "the cow smelled the hay." The hay does not act in "the hay smelled sweet"; it is in a state of being. In "the cow smelled the hay," smelled expresses a _ _ _ _ _.

ACTION

25. When the verbs taste, smell, and feel do not express action but a state of being, they function as ______ verbs. LINKING

26. The same is true of the verbs grow, appear, prove, and remain. That is, when these verbs express a state of being, they function as ______ verbs. LINKING

27. In each of the following, indicate which form is preferred and whether it is an adjective or adverb.

(is)
My friend proved (false, falsely?).

Use the adjective form which is _____. FALSE

28.
(is)
The army remained (loyal, loyally?).

Use the ________ form which is _____. ADJECTIVE LOYAL

29. The rose smells (sweeter, more sweetly?) than the gardenias.

Use the ________ form which is ______. ADJECTIVE SWEETER

30. The boys tasted the cake (careful, carefully?).

Use the _____ form which is ________ because it modifies TASTED. ADVERB CAREFULLY

UNIT VII

Lesson 5

Adjective or Adverb

Continued

1. Learn to be exact in the use of an adjective and an adverb. Regular is an ________ and regularly is an ______.
ADJECTIVE
ADVERB

2. He completed the assignment quick.

The sentence above violates the rules of usage. The adverb form _______ is needed instead of the adjective form _____.
QUICKLY
QUICK

3. Typical adverbs end in __ and modify v____.
LY
VERBS

4. Some words do not end in ly but generally occur in the position of adverbs. For example, somewhat in "somewhat difficult lesson" modifies the adjective difficult and functions as an ______.
ADVERB

5. He is feeling somewhat better.
Some students visited him.

The word somewhat is __ ______; the word some is __ _________.
AN ADVERB
AN ADJECTIVE

6. Some change in his condition has been observed.

The adjective some is used to modify the _____ change.
NOUN

7. His condition has changed somewhat.

The adverb somewhat modifies the ____ has changed.
VERB

8. Her paper is (some, somewhat?) different from the book.

Use the ______ form which is ________.
ADVERB
SOMEWHAT

9. John is (some, somewhat?) taller than Jim.

Use the ______ form which is ________.
ADVERB
SOMEWHAT

0. A. One must have some basic idea of the system.
B. One must have a somewhat basic idea.

In A) the words some and basic both modify idea. In B) somewhat modifies the adjective _____.
BASIC

1. Some is an ________; somewhat is an ______.
ADJECTIVE
ADVERB

12. To describe a person or thing use __ a_______; to describe the action of a verb use __ ______. AN ADJECTIVE
AN ADVERB

13. The adverb well implies that the action of the verb is completed in a satisfactory manner. Actions are performed satisfactorily or w _ _ _. WELL

14. The adjective good indicates that a person or thing is righteous or satisfactory. A person or thing is satisfactory or g_ _ _. GOOD

15. Actions are performed satisfactorily or ____, and a person is satisfactory WELL
or ____. GOOD

16. Good is an ________; well is generally an ______. ADJECTIVE
ADVERB

17. The student did (good, well?) in the course.

Use the adverb form which is ____ because it modifies the verb ___. WELL
DID

18. The President spoke (good, well?).

Use the adverb ____ because it describes the action of the verb _____. WELL
SPOKE

19. That bear can beg about as ____ (good, well?) as my dog.

Use the adverb form ____ because it modifies the ____. WELL
VERB
(OR CAN BEG)

20. ?
He bowled very good.

The form good is incorrect because good, an a_______, is used to modify the ____ bowled. ADJECTIVE
VERB

21. Bad is __ ________; badly is __ ______. AN ADJECTIVE
AN ADVERB

22. Indicate the appropriate form.

You can't do (good, well?) if you feel (bad, badly?).
(Hint: The verb feels is used as a linking verb; therefore, the adjective form is required.) WELL
BAD

23. He looks as if he feels (bad, badly?). BAD

24. This meat is not any good; it is badly burned.

The adjective good is correct because it follows the l _ _ _ _ _ _ verb is; badly is correct because it describes the action of the verb phrase __ ______. LINKING
IS BURNED

25. Jason was (sure, surely?) pleased, but he couldn't express himself (good, well?).
(Hint: The adverb form is required in both examples.) SURELY
WELL

26. Some confusion arises because well functions as an adjective in expressions noting the health of the subject. In the expression "I feel well," well functions as an adjective because it notes the _____ of the subject. HEALTH

27. In the sentence "I feel well, but he feels bad," bad and well are both __________ because they refer to the _____ of the subject. ADJECTIVES HEALTH

28. She looked well.

Well is used as an adjective to describe the _______ of the subject. HEALTH

29. When someone states that he feels good, he implies that he feels virtuous. He is not referring to his state of h _ _ _ _ _. HEALTH

30. She looked (well, ill, or sick?).

Well, ill, sick are all appropriate because the a_________ form is required after a _______ verb. ADJECTIVE LINKING

UNIT VII

Lesson 6

Usage Details

1. In present day English one negative word is enough. Such words as
no, not, never, nothing are n e g _ _ _ v e words. NEGATIVE

2. I don't have no money.

Don't is a contraction of the word __ ___. The sentence, therefore, NOT
contains two negative words: _ _ _ and _ _. NO

3. I don't have any money.

To eliminate the second negative, use the word ___. ANY

4. I don't have no money.
I have no money.

Note that there are two ways to correct the sentence. Remember, that
in present day English, one n______ word is sufficient. NEGATIVE

5. Don't is a contraction of __ ___; doesn't is a contraction of ____ ___. DO NOT
DOES NOT

6. Do is singular and is used with the pronoun I; but does, which is also
singular, is used with the pronouns he, she, or it. Therefore, we say
"I don't" but he (she or it) _______. DOESN'T

7. It don't make no difference.

This sentence, then, contains two different types of errors. To agree
with the subject it, change don't to ______. DOESN'T

8. It doesn't make no difference.

To complete the expression, insert the word ___ after make. ANY

9. The girl wouldn't have nothing to do with him.

To correct this sentence, change nothing to _______ or change wouldn't ANYTHING
(would not) to the one word _ _ _ _ _. WOULD

10. A. The girl would have nothing to do with him.
B. The girl wouldn't have anything to do with him.

Note the slight difference in meaning. Either sentence, however, is
c _ _ r e c t. CORRECT

11. The stone didn't have neither brand.

The double negatives are ___ and ______. NOT
NEITHER

12. The stone didn't have neither brand.

To correct this sentence, change neither to ______.

EITHER
(ANY)

3. Indicate the appropriate forms:

He never harmed (anything, nothing?) (deliberate, deliberately?).

ANYTHING
DELIBERATELY

4. Such adverbs as hardly, scarcely imply a negative and should not be used with another n _ _ _ _ _ _ _ _, such as no, not.

NEGATIVE

5. I can't hardly believe the testimony.

The two negative words in this sentence are not (part of can't) and _ _ _ _ _ _.

HARDLY

6. I can't hardly accept the gift.

Change can't to ___.

CAN

7. He (could scarcely, couldn't scarcely?) read the second line of the chart.

COULD SCARCELY

8. The word so is used in a negative comparison. For example, we say "he is not __ tall as Bill."

SO

9. The dog is better trained, but not __ well-bred as this one.

SO

0. He prepared the lesson as well as he knew how.

The adverb form well is used to describe the action of the verb ________.

PREPARED

1. This cake tastes as good as the ones mother used to bake.

The adjective form is used after the _______ verb ______.

LINKING
TASTES

2. Indicate the appropriate form.

The driver felt (bad, badly?) about the damages.

BAD

3. This lesson is not __ difficult as the one we worked yesterday.

SO

4. Remember something differs from something else. This lesson is different ____ any other.

FROM
(NEVER DIFFERENT THAN)

5. The dogs differ ____ each other only in the markings of the nose.

FROM

6. One thing is different ____ another thing.

FROM

7. In formal communication, the adverbs rather and somewhat are preferred to kind of and sort of. The expression "____ __ difficult" would be preferred to "sort of" in formal communication.

KIND OF

28. Indicate the more appropriate form:

The professor is (sort of, somewhat?) strict about the matter. SOMEWHAT

29. The movie was (kind of, rather?) long and uninteresting. RATHER

30. The adverbs rather or somewhat modify (nouns or adjectives?). ADJECTIVES

UNIT VII

Lesson 7

Usage Details

Continued

The letter s is not generally added to words frequently used as adverbs. The words nowhere, anytime, anyway, someway, anywhere are frequently used as a______.	ADVERBS
Indicate the appropriate form:	
He is (nowhere, nowheres?) to be found.	NOWHERE
(Anyway, anyways?), I did not want a date with him.	ANYWAY
We are not getting (anywhere, anywheres?).	ANYWHERE
The adverb sometime refers to some time in the future or an indefinite time, such as "the books will arrive sometime next week." The adverb sometime refers to some time in the future or a(n) _________ time.	INDEFINITE
The adverb sometimes refers to some thing occurring now and then or on several occasions, such as "sometimes he eats his lunch here." To refer to events occurring several times, use the adverb ________.	SOMETIMES
The two adverbs sometime and sometimes indicate two things. To indicate some time in the future or an indefinite time, use the adverb ________.	SOMETIME
He will visit us (sometime, sometimes?) during the holidays.	SOMETIME
(Sometime, sometimes?) he visits us during the holidays.	SOMETIMES
If we refer to events occurring several times we use the adverb some_ _ _ _ _.	SOMETIMES
The words nowhere, anytime, anyway, someway, anywhere are never spelled with an ending of _.	S
Use the word almost to indicate "nearly," For example: "Nearly (or ______) all students attended."	ALMOST
Use a_____, not most, when you mean nearly, but not totally.	ALMOST
______ everybody disliked the new restrictions.	
The word that fits the blank and indicates that nearly everybody disliked the restriction would be a_____.	ALMOST
(Almost, most?) all of the players attended the banquet. Use the word ______ to indicate that nearly but not all attended.	ALMOST

16. these books these documents these kinds The adjective _____ is used with plural nouns.	THESE
17. this book this document this kind The adjective ____ is used with ________ nouns.	THIS SINGULAR
18. this kind these kinds The noun kind is ________ in number; the noun kinds is ______ in number.	SINGULAR PLURAL
19. We can say "I have found this brand satisfactory but these brands unsatisfactory" because this modifies a ________ noun and these modifies a ______ noun.	SINGULAR PLURAL
20. But we should not say "I found these kind of cars satisfactory" because these should be used with plural nouns. Kind is ________ in number.	SINGULAR
21. These and this are frequently misused in other situations. In the expression "them desks are expensive" the pronoun form them is misused; instead, the adjective _____ should be used to modify the noun desks.	THESE
22. Avoid the use of them as a modifier. Them is the o________ form of they and never functions as a modifier.	OBJECTIVE
23. The expressions this here, these here, that there are substandard. The words here and there are unnecessary. The single words ____, _____, or ____ are sufficient.	THIS THESE THAT
24. In the expression "this here desk is expensive" the word ____ is unnecessary.	HERE
25. In the last two lessons we have discussed details not covered by general rules. However, because you are a college student, you are expected to use standard English. An expression such as "this here problem" is _ _ _standard.	SUBSTANDARD (NOT STANDAR
26. Standard English is governed by general rules--agreement, case forms of pronouns--and by social preferences. Standard English demands ______, not most, to indicate "nearly but not all."	ALMOST
27. Standard English requires the use of these with ______ nouns and this with ________ nouns.	PLURAL SINGULAR
28. I don't want none of your excuses. Standard English frowns upon the use of double negatives. To avoid the double negative, delete don't or change none to ___.	ANY
29. That tape recorder doesn't work near as good as this one. Change near to near _ _ and as good as to so w _ _ _ as.	NEARLY SO WELL AS

30. She doesn't have no friends and won't have nothing to do with anyone.

Change no to ___ and nothing to ________ to avoid the double negative.

ANY

ANYTHING

UNIT VII

Lesson 8

Comparisons

1. In our discussion of modifiers, we have used the term comparison. Tense is a characteristic of verbs; number, of nouns and pronouns; comparison is a characteristic of a ________ and a ______.

ADJECTIVES
ADVERBS

2. We can say "the teacher is well educated," or "the teacher is better educated than the other," or "the teacher is the best educated person in the room." We have used _____ (how many?) degrees of comparison.

THREE

3. The positive degree states the quality without comparison. Such words as well, difficult, easy, indicate a _______ degree.

POSITIVE

4. As a general rule we use the ending er or the word more to compare two things. We call this the comparative form. The comparative form is used to compare ___ things.

TWO

5. The comparative degree compares one object to another object; that is, it compares ___ (how many?) objects.

TWO

6. The form brighter in "this room is brighter than the other" is the c o m p a r _ t i v e form of bright.

COMPARATIVE

7. The est or the word most is used to form the superlative. Use the __________ form when comparing more than ___ things.

SUPERLATIVE
TWO

8. The superlative degree expresses the greatest extent. The superlative degree is formed by adding the ending ___ or the word ____.

EST
MOST

9. When a comparison is made among three or more objects, the __________ degree is used.

SUPERLATIVE

10. To compare only two things use the __________ degree.

COMPARATIVE

11. The three degrees are the positive, the __________, and the __________.

COMPARATIVE
SUPERLATIVE

12. Adjectives and adverbs of one syllable, such as hard, fast, soon, are usually compared by adding _ _ or _ _ _.

ER
EST

13. more brightly   most quickly

The majority of words classified as adverbs, especially those that end in -ly, form the comparative and superlative by using the words ____ or ____.

MORE
MOST

14. Adjectives of more than two syllables use the words ____ or ____ to form comparisons.

MORE
MOST

15. Without any additional personnel, the project crew completed the assignment (quicker, more quickly?) than before.

First decide whether an adjective or adverb is needed. Use the comparison
___________. MORE QUICKLY

16. Two things to remember about comparisons. First, use the ending -er
or the word ____ when comparing two things; use the ending -est or the MORE
word ____ when comparing three or more things. MOST

17. Secondly, English uses only one method at a time to form its comparisons.
If you use the word more, do not use the ending __. ER

18. If you use the word most, do not use the ending ___. EST

19. The lines make parking more simpler.

The example is substandard because the ending -er is a sign of the comparative and the word ____ is also a sign of the comparative. One method is sufficient. MORE

20. He is the (bright) of the two students.

The comparative form ________ is demanded because two things are compared. BRIGHTER

21. When the couple met, he felt strange because she was the (tall).

The ___________ form ______ is demanded. COMPARATIVE
TALLER

22. This product is better than any product.

This comparison, which is incomplete, implies that the product is better than itself. The comparative degree is used to compare ___ persons or things. TWO

23. This product is better than any other product.

Now the comparison is complete. One product is better than any _____ product. OTHER

24. Bill is more efficient than any student.

To complete the comparison, insert the word _____ after ___. OTHER
ANY

25. The word than precedes the second member of a comparison. Then is what we call a time word; that is, it usually implies "at such time." The word used in comparisons is th_n. THAN

26. The word often used in comparisons is th_n. THAN

27. Of the three novels, You Can't Go Home Again is the most masterful. Suppose we were comparing only two novels. The sentence would read, "Of the two novels, . . . is the m _ _ _ masterful. MORE

28. My two sons are attending college; the (younger, youngest?) is a freshman. YOUNGER

29. John is a great quarterback.

To make John the best of his class, delete a great and add _ _ _ great_ _ _.
(Note the change in articles from a to the.) THE GREATEST

30. Elaine is as attractive as her sister.

To make Elaine more attractive, delete as attractive as and add more attractive th_n (her sister). THAN

REVIEW LESSON NO. 7

1. In each of the following, indicate which form is preferred.

   Jane feels (bad, badly?) because she has to leave.

2. The old home place looks (different, differently?).

3. The team felt (bad, badly?) after the game.

   The verb felt does not express action but a state of being. Use the _______ form which is ___.

4. I am (sure, surely?) he will come; (sure, surely?) he knows the place.
   (a: sure, surely?; b: sure, surely?)

5. He works very (slow, slowly?), but he does his work (thorough, thoroughly?).

6. He seemed (sincere, sincerely?).

7. He seemed (sincere, sincerely?) concerned.

8. He discussed the matter (serious, seriously?) with his professor.

9. This meat is not any (good, well?); it is (bad, badly?) burned.

10. Patty enjoyed the races (thorough, thoroughly?), but she (could, couldn't?) scarcely keep her eyes open.

11. Hard water doesn't taste (different, differently?) or feel (different, differently?), but it works (different, differently?).

12. (Almost, most?) all of the class felt (bad, badly?) after the examination.

13. Jake is (some, somewhat?) shorter than any ________ boy in class.

14. If the background of a student is (good, well?), he will do (good, well?) in this course.

15. I was (some, somewhat?) impressed until I read the agreement.

16. This dealer offered a (some, somewhat?) better arrangement than any _____ dealer.

17. She has collected (almost, most?) all of his prose works.

18. The woman purchased (this, these?) (kind, kinds?) of plants.

19. I have never noticed (that, those?) kind of insect before.

20. He is not able to plan (good, well?).

21. He is able to act (good, well?) because he lives the part.

22. Indicate all necessary corrections in the use of adjectives and adverbs.

That book is some different than the one I used.
Change some to _______ and than to ___.

23. I can't hardly decide which one of the two dresses I like the best.

Change _____ to _____ and ______ to ______.

24. Bitsy is not as large as Sandy but she is the best watchdog.

Change ______ to ______ and ______ to _____.

25. I am a admirer of his.

Change the article ______ to _____.

UNIT VIII

Sentence Patterns

Lesson 1

Simple and Compound Sentences

1. We have studied the two main elements of a sentence: the subject and the predicate. To be a sentence, a group of words must contain two elements: _______ and ________.

SUBJECT
PREDICATE

2. We have also observed that the predicate contains a finite ____ form.

VERB

3. S V O
The boys forgot their fears.

Besides a subject and a finite verb, a sentence may contain a subject or object c _ _ p l e _ _ _ _.

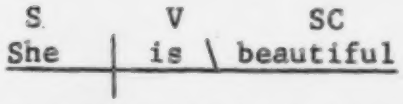
COMPLEMENT

4. S - V   S - V - O   S - LV - SC

All of these patterns represent a simple sentence. Each pattern is complete and not part of a larger structure. A s_ _ _ _ _ sentence contains one subject-verb (and sometimes, complement) pattern.

SIMPLE

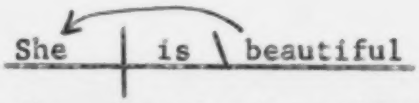
5.



The sentence above contains one _______ - ____ - _________ pattern.

SUBJECT
VERB
COMPLEMENT

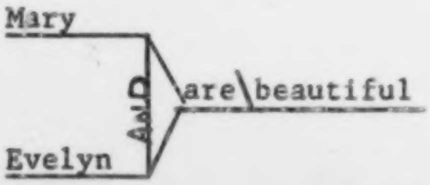
6.



The adjective beautiful seems to complete she, describing the subject through is. We call beautiful a predicate a_______ or subject complement.

ADJECTIVE

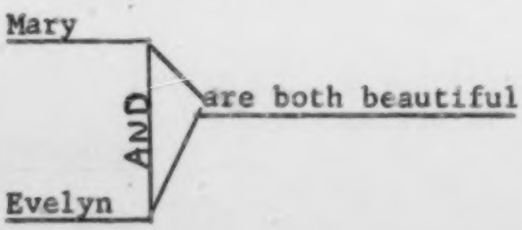
7.



The subject of the verb are is ____ and _____.

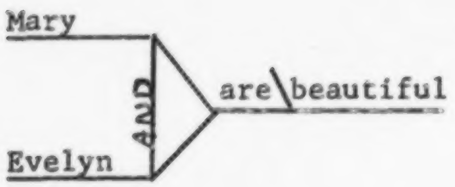
MARY
EVELYN

8.



This is still a simple sentence, although there is a compound ______.

SUBJECT

9. 

The sentence above is a _____ sentence. It contains only one subject-verb pattern.

SIMPLE

10. S V O V O
The boys forgot their fears and resumed the experiment.

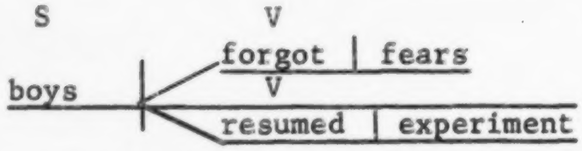
Note that this is a simple sentence, although there is a _______ verb.

COMPOUND

11. S V O V O
The boys forgot their fears and resumed the experiment.

The compound verb in the sentence above is ______ and ______.

FORGOT
RESUMED

12. 

The modifiers, which are secondary elements, have been removed. The simple sentence contains one _______-____ pattern.

SUBJECT-VERB

13. A member of the staff met Mr. Davis and drove him to the luncheon.

The subject of the simple sentence above is ______; the compound verb is ___ and _____.

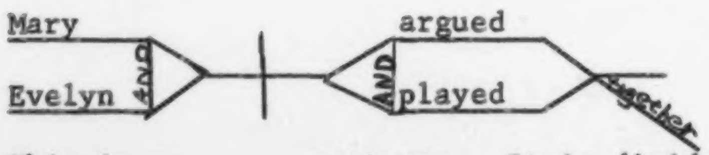
MEMBER
MET
DROVE

14. Mary and Evelyn | argued and played together

Although there is a compound subject and a compound verb, the sentence is still ______, because there is only one subject-verb pattern.

SIMPLE

15. Perhaps you can understand the single thought unit better if we portray it visually thus:



This is a ______ sentence. It is divided above into 2 parts - subject and predicate.

SIMPLE

16. Mary and Evelyn argued and played together.

The subject has two equal parts and the verb has two equal parts. We called the connecting word a COORDINATING __________ because it brings together or coordinates equal parts.

CONJUNCTION

17. We have been talking about a simple sentence. A simple sentence may have compound parts - subject, predicate (verb), complement. A co_ _ _ _ _ _ _ _ i n g conjunction will generally connect these parts.

COORDINATING

18. Some of the conjunctions we might find in such a position are and, but, or, nor, neither...nor, either...or. Such conjunctions join units of (equal, unequal?) rank.

EQUAL

19. Mary is beautiful

Now we are ready to give this group of words another name. The word group may be considered a simple sentence. It stands alone. It is independent. The word group might also be called a clause - an i n d _ _ _ _ _ _ _ _ t clause.

INDEPENDENT

20. Mary is beautiful

An independent clause contains one ______-verb pattern.

SUBJECT

21. Mary is beautiful Martha is more considerate

We have two word groups that may be considered as two simple sentences. Each group is also an __________ clause.

INDEPENDENT

22. Mary is beautiful, but Martha is more considerate.

We have combined the two word groups with a coordinate conjunction. Now we have one sentence which contains two independent ______.

CLAUSES

23. The leader called a meeting and the members responded.

The subject of the verb called is _____; the subject of the verb responded is ______.

LEADER
MEMBERS

24. S V S V
The leader called a meeting and the members responded.

The entire word group is one sentence, called a compound sentence. A compound sentence contains how many subject-verb patterns? ___

TWO

25. He|was late to dinner (and) the food |was eaten.

There is one independent clause to the right of the coordinating conjunction and one to the left. How many main clauses does the compound sentence have?___

TWO

26. A simple sentence contains ___ subject-verb pattern; a compound sentence contains ___ subject-verb patterns.

ONE
TWO

27. A simple sentence contains one __________ clause; a compound sentence contains two __________ clauses.

INDEPENDENT
INDEPENDENT

28. An independent clause must have a subject and a predicate (verb) to be independent. When two units or independent clauses are joined by a coordinating conjunction, the sentence is considered _______.

COMPOUND

29. The head of the battalion marched into the main street, and the crowd shoved forward to greet them.

The two subject-verb patterns are ____-_______ and _____-______.

HEAD-MARCHED
CROWD-SHOVED

30. The messenger rode at full speed to inform the mayor, and a party of volunteers formed a reception.

The sentence above is a ________ sentence.

COMPOUND

UNIT VIII

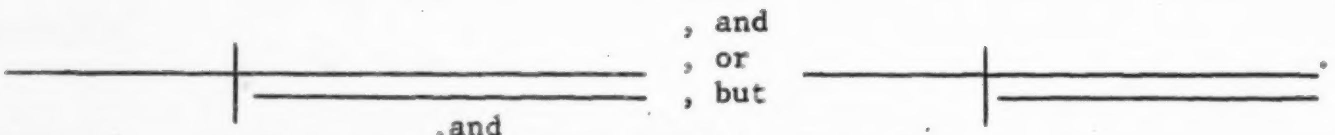
Sentence Patterns

Lesson 2

Compound Sentences

1. A compound sentence is one which is composed of two or more independent clauses. The coordinating conjunctions and, or, and but are most frequently used to combine these clauses. A compound sentence contains at least ___ independent clauses. TWO

2. A compound sentence may be reduced to simple sentences. If the coordinating conjunctions were removed, we would have ___ s_____ sentences. TWO SIMPLE



3. She | opened the door ,and ,or ,but the wind | rushed in.

This is the pattern for a c______d sentence. Each independent clause is joined by a coordinating c__________n. COMPOUND CONJUNCTION

4. She | closed the window and turned on the light.

The subject of closed is ___; the subject of turned is also ___. SHE SHE

5. She closed the window and turned on the light.

Although the verb is compound, the sentence contains only one _______-____ pattern and is a ______ sentence. SUBJECT-VERB SIMPLE

6. She closed the window and the room was dark.

The subject of closed is ___; the subject of was is ____. SHE ROOM

7. S V S V
She closed the window and the room was dark.

This sentence contains ___ subject-verb patterns and is a _______ sentence. TWO COMPOUND

8. A. I do not understand, but I shall listen.
B. You should listen and understand.

Which sentence combines two independent clauses? __ Sentence number A) illustrates a (simple, compound?) sentence. A COMPOUND

9. As a rule, there will be a certain mark of punctuation before the word which joins the two simple sentences to form the compound sentence.
Note: He is a miserable companion, and I refuse to take him along.

The sentence is a compound sentence. The mark of punctuation in question is a _____. COMMA

10. I had no desire to go, but I could not let you go alone.

The sentence above has two __________ clauses, a coordinating __________, INDEPENDENT CONJUNCTION
and a c _ _ _ a before the conjunction. COMMA

11. Two independent clauses, a coordinating conjunction, and a comma - these are elements one might expect to give the clues for a ________ sentence. COMPOUND

12. My brother bought cattle and sold them at a loss.

The sentence above is not a compound sentence because it does not have at least two __________ clauses. INDEPENDENT

13. I drove the buggy and waited for trouble.
There is no comma before the conjunction and because it does not connect
two __________ _______ but only the two parts of a compound verb. INDEPENDENT CLAUSES

14. Johnson picked up his book but dropped it.

The subject of picked and dropped is _______. The sentence above is JOHNSON
a _______ sentence. SIMPLE

15. Johnson picked up his book, but he dropped it.

The subject of picked is _______, but the subject of dropped is __. The JOHNSON HE
sentence above contains ___ subject-verb patterns. TWO

16. A. Johnson picked up his book but dropped it.
B. Johnson picked up his book, but he dropped it.

What word has been inserted in B) that makes it a compound sentence?__ HE

17. A. Johnson picked up his book but dropped it.
B. Johnson picked up his book, but he dropped it.

Each verb in sentence A) has the same subject Johnson. However, in
sentence B) each verb has a different subject. Sentence A) is a ______ SIMPLE
sentence; sentence B) is a _______ sentence. COMPOUND

18. Caesar came, he saw, and he conquered.

We have modified this quotation slightly to illustrate the compound sentence which has (two, three?) independent clauses (statements). THREE
(Hint: Count the subject-verb patterns.)

19. Times have changed $\overset{1}{\text{and}}$ Father $\overset{2}{\text{and}}$ I are selling our business.
This sentence has two and's. The first and should be preceded by a
comma because it joins two __________ clauses. INDEPENDENT

20. Times | have changed, and Father and I | are selling our business.

The pattern of the compound sentence is now quite clear. The second and joins the two parts of the _______ in the second independent clause. SUBJECT

21. Father sold his business to George and me and Mother bought a new automobile.

This sentence contains two and's. In reading the sentence, you must pause at one point to gather in the unit of thought. A comma is needed after the word __ to separate the two clauses. ME

22. Father sold his business to George and me, and Mother bought a new automobile.

Since we pause before the second and, we use a c_ _ _ _ after the word __. COMMA ME

23. Which sentence below is the compound one?

A. You told me the truth and solved my problem.
B. You solved my financial problem, but I am not satisfied. B

24. Some students find mathematics and English easy and valuable.

This is a _____ sentence. SIMPLE

25. Some students | find mathematics and English easy, but others | find the subjects difficult.

The sentence is ________. COMPOUND

26. Identify the following sentences as to type.

The man turned away, and the woman went into the house.

This is a ________ sentence because it contains ___ independent clause(s). COMPOUND TWO

27. The old house stands near the business district and commands a view of the skyline.

This is a ______ sentence because it contains ___ independent clause(s) and no dependent clauses. SIMPLE ONE

28. The old ways of the people were abandoned, and more modern ways were adopted.

This is a ________ sentence. COMPOUND

29. They sat in silence before the fire and watched the flames.

This is a ______ sentence. SIMPLE

30. Either he was a man of strong conviction, or he was extremely stubborn.

This is a _______ sentence. COMPOUND

UNIT VIII

Sentence Patterns

Lesson 3

Dependent Clauses

1. Suppose we use a straight line to represent a simple sentence. The following pattern, therefore, represents a c_ _ _ _ _ _d sentence.

    ____________________, and / for / but ____________________

2. Illustrate these two patterns which we have studied by drawing the proper lines.

    1. Simple:
    2. Compound:

3. 1. ____________________.

    2. ______, but / and / or ______.

4. Suppose we use this type of line for a clause which cannot stand alone but depends upon a main (or independent) clause: ∿∿∿.

    The wavy line will represent a d e _ _ _ _ _ _ t

    DEPENDENT

5. There are various types of dependent clauses (∿∿∿), but we shall merely cite those examples which will prepare us for some of the more common usage problems.

    Remember that a ________ clause cannot stand alone.

    DEPENDENT

6. This pattern (∿∿∿) needs an independent clause (______). If the two patterns are combined, we might have the following:

    1) ______∿∿∿. 2)∿∿∿______. 3)______∿∿∿______.

    There are at least (1, 2, or 3?) possible ways to combine dependent and independent clauses.

    3

7. Normally, dependent clauses are introduced by certain words, such as that, who, because, since. The word group "that played last Saturday" is a ________ clause.

    DEPENDENT

8. S V
    that played last Saturday.

    A dependent clause also contains a subject-verb pattern, but it cannot stand alone. To form a sentence using the word group, we would add an ________ clause.

    INDEPENDENT

9. S V
(since) he asked the committee

If the word since were removed, the word group would be an independent clause. If the word since is included, the word group is a ________ clause.

DEPENDENT

10. When we combine the independent clause with the dependent clause, our sentences begin to become rather complex. Hence let us adopt the name c - - - - - - x for sentences with the following patterns: A) ______ ∿∿∿. B) ∿∿∿ ______. C) ______ ∿∿∿ ______.

COMPLEX

11. Up to this point, then, we have observed three patterns of sentences:

A. The ______ sentence. (______.)
B. The ________ sentence. (______, and ______.)
C. The _______ sentence (∿∿∿, ______.)

SIMPLE
COMPOUND
COMPLEX

12. S V S V
Have you read the lesson I assigned?

Frequently the word that is understood as an introductory word.

Notice that the sentence above contains ___ (how many?) subject-verb patterns.

TWO

13. The conjunctions and, but, or connect (dependent, independent?) clauses.

INDEPENDENT

14. Have you read the lesson and / but / or I assigned?

A coordinating conjunction can not be added. Therefore, the sentence is not a c_____d sentence.

COMPOUND

15. Have you read the lesson I assigned?

Insert the word that or which after lesson. The complete dependent clause is _____ _ ______.

THAT I ASSIGNED (OR WHIC

16. Have you read the lesson (that) I assigned?

The subject of the dependent clause and, therefore, of the verb assigned is ___.

I

17. Print I for each independent clause in the following; print D for each dependent clause. First write the number of the sentence and then the appropriate letter.

1. where she lived
2. where she wrote

1. D
2. D

18. 1. the schools will be closed — 1. I
2. he later became the head — 2. I
3. Houston also defeated Florida — 3. I

All three of these expressions are __________ clauses and can stand alone. INDEPENDENT

19. Remember that coordinating conjunctions are used with __________ clauses. INDEPENDENT

20. that the system served us well.

The word group is a(n) ________ clause. DEPENDENT

21. or the schools will be closed

The clause is introduced by a coordinating conjunction. We know, therefore, that it is a(n) __________ clause. INDEPENDENT

22. (Note: None of the following are questions.)

A. why he accepted the position
B. that the system served us well
C. whom the system served well

Each of these clauses is introduced by a word that signals a(n) ________ clause. DEPENDENT

23. for the system served us well
but the system served us well
and the system served us well

Each of these expressions is introduced by a coordinating conjunction and is a(n) __________ clause. INDEPENDENT

24. (Note: If a sentence contains two independent clauses and a dependent clause, it is called a c_____d-c_____x sentence.) COMPOUND-COMPLEX

25. I assumed that he was right, but he refused to contest the point.

This sentence has two __________ clauses joined by but, as well as a dependent clause. Hence the sentence is _______-______. COMPOUND-COMPLEX

26. Simple (S), Compound (Cd), Complex (Cx), Compound-complex (Cd-Cx)

He baked the turkey and she prepared the dressing.

This is a _______ sentence because it contains two __________ clauses. COMPOUND INDEPENDENT

27. This is the man who wrote the textbook which we use.

This sentence contains one independent clause and several dependent clauses. Therefore, this is a ______ sentence. COMPLEX

28. I assumed that he was right.

This is a ______ sentence. COMPLEX

29. I assumed that he was right, but he refused to contest the point.

We add a(n) __________ clause and we have a ________-_______ sentence.

COMPOUND-COMPLEX

30. I assumed that he was right although he refused to contest the point.

This time we added a _________ clause. The sentence is a _______ sentence.

DEPENDENT
COMPLEX

UNIT VIII

Sentence Patterns

Lesson 4

Complex Sentence

1. In previous lessons we learned that an __________ clause can stand alone, but a _________ clause cannot. INDEPENDENT DEPENDENT

2. Dependent clauses may serve several functions in a sentence. For example, a clause may be used to modify a noun or pronoun. Words that modify nouns or pronouns are called a _ _ _ _ t i v e s. ADJECTIVES

3. I met the boy who won the award.

The subject of the dependent clause is who; the verb is ___. WON

. I met the boy who won the award.

The word who refers to a word in the independent clause. The dependent clause modifies or refers to the noun ___. BOY

. I met the boy who won the award.

Note that who is closely related to boy and that boy needs the following information. This information is very important to boy because it restricts the meaning.

The wavy line clause relates to the noun boy. It is a d _ _ _ _ _ _ _ t clause. DEPENDENT

. ...the boy who won the award

Previously you learned that words, phrases, or clauses that modify nouns are called adjectives. The dependent clause modifies the word ___ and functions as an _________. BOY ADJECTIVE

. The Shamrock-Hilton, which is one of the newer hotels, is quite a show place.

The dependent clause begins with the word _____ and ends with the word ______. It gives additional information about the ______________. WHICH HOTELS SHAMROCK-HILTON (OR SUBJECT)

. The Shamrock-Hilton, which is one of the newer hotels, is quite a show place.

The dependent clause functions as an ________. ADJECTIVE

9. He was a man who could tell the truth.

The subject of the dependent clause is ___; the auxiliary and main verb are _____ ____. The dependent clause relates to man. Hence it is an adjective clause.

WHO
COULD TELL

10. I am the only person here who likes baseball.

The pronoun who functions as the ______ of the dependent clause.

SUBJECT

11. A man who will steal will also tell a lie.

"Who will steal" is a ________ clause modifying man. Hence, the dependent clause is used as an ________.

DEPENDENT
ADJECTIVE

12. S V
This is the book which was ruined by the rain.

Which limits or restricts the noun ____. At the same time which functions as the ______ of the verb phrase was ruined.

BOOK
SUBJECT

13. It is my father and mother who are coming tomorrow.

Who or whom are used to refer to nouns denoting persons. The subject of the dependent clause is ___, which limits or restricts the subject complement of the __________ clause.

WHO
INDEPENDENT

14. All the professors whom I talked to liked the man.

Whom relates to the noun professors. At the same time it functions as the o_____ of the preposition to.

OBJECT

15. The new teacher commands the respect of all students whom he has in class. (he has whom in class)

The form (who or whom) depends entirely upon its function within the clause. Whom functions as the direct object of the verb has; therefore, it is in the ________ case.

OBJECTIVE

16. This is the reason why he failed.

The dependent clause refers to the noun ______. The entire dependent clause, then, functions as an ________.

REASON
ADJECTIVE

17. This is the reason why he failed.

We have observed that the introductory word may function as the subject of the clause or as an object. However, the word why modifies the verb failed; hence, within the clause why functions as an a___b.

ADVERB

18. Spring is the time when a young man's fancy turns to love.

The dependent clause modifies the noun time and is used as an ________. However, within the dependent clause when functions as an a___b.

ADJECTIVE
ADVERB

9. Every student who studies will learn something.

Who relates back to the noun ______. At the same time who functions as the ______ of the verb ______.

STUDENT
SUBJECT
STUDIES

0. He is the professor to whom I referred. (I referred to whom)

The whom gets its form from its function within the clause. In the dependent clause, whom is the object of the __________ to.

PREPOSITION

1. Give the money to whoever calls for it.

In the dependent clause, what is the functions of whoever? It is the ______ of the verb calls. The whole clause "whoever calls for it" is the object of to.

SUBJECT

2. The rest of the tickets should be sold to whoever asks for them.

In the dependent clause ______ is the subject of the verb asks. "Whoever asks for them" is the ______ of to.

WHOEVER
OBJECT

3. All of the dependent clauses in the examples cited relate to or modify some noun or pronoun in the __________ (or main) clause.

INDEPENDENT

4. No report came from the officers who I thought should complain. (Note: Sometimes a clause is interrupted by expressions such as he says, I think, etc., which are not a part of the clause.)

In this sentence _ ______ may be omitted wihout changing the meaning of the adjective clause.

I THOUGHT

5. No report came from the officers who I thought should complain.

Who is the subject of the verb _____ ______.

SHOULD COMPLAIN

6. Copy each dependent clause in this and the following frames. Also copy the word to which the dependent clause relates.

The boy whom he fired became his boss. — WHOM HE FIRED, BOY

7. I saw the girl whom he married. — WHOM HE MARRIED, GIRL

8. The team that wins the game will play in the Rose Bowl. — THAT WINS THE GAME, TEAM

9. The watch which you found belongs to Jane. — WHICH YOU FOUND, WATCH

0. She is the girl whose coat I borrowed. — WHOSE COAT I BORROWED, GIRL

UNIT VIII

Sentence Patterns

Lesson 5

Dependent Clauses as Modifiers

1. Thus far in this unit several points have been made.

   The simple sentence may have one or more parts in the subject, verb, or complement. However, it must not develop more than o _ e thought. ONE

2. Two or more independent clauses may be combined with an appropriate coordinating conjunction to give a c _ _ _ _ _ _ d sentence. COMPOUND

3. The ideas which are combined must have something in common, must have some similarity.
   A. The mail came and I now knew my answer.
   B. The house was painted green and I went to town.

   In which sentence are the ideas more closely related? A

4. If the ideas are not closely related, they should not be combined with one of the coordinating conjunctions (and, but, for, etc.). Another sentence pattern should be used. One likely solution would be the use of a dependent clause for the less important idea. This type of sentence is called c _ _ _ _ _ x. COMPLEX

5. In the earliest lessons we noted that adjectives modify nouns and pronouns.

   The pink dress was finished.

   The adjective ____ modifies the noun dress. PINK

6. *The dress, which was a birthday present, has been finished.*

   The dependent clause here is used like an adjective because it modifies the noun _____. DRESS

7. A. The Boston man arrived.
   B. The man who lives in Boston arrived.

   Note that each sentence contains an a d _ _ _ _ _ _ e modifier. Each modifies the noun man. ADJECTIVE

8. $\overset{S}{\text{The man}}$ who lives in Boston $\overset{V}{\text{arrived}}$.

   This sentence is a c _ _ _ _ _ x sentence. COMPLEX

9. A. Cheerful people make life pleasant.
   B. People who are cheerful make life pleasant.

The two sentences mean the same, but number B) contains a(n) ________ clause, modifying the noun people.

DEPENDENT

). The adjective clauses are introduced by such words as who, which, that, whose, whom, whoever, whichever, etc.

The clauses introduced by these words will modify some _ _ _ _ or p _ _ _ _ _ _ in the main clause.

NOUN
PRONOUN

1. The man who lost his hat came back.

The word clue to an adjective clause is the word ___, which, that, etc. It will usually refer to some noun or pronoun immediately to its left. You will have no trouble finding the word.

WHO

2. A. We bought the set which was less expensive.
   B. We bought the inexpensive set when we arrived.

One sentence tells which set and the other tells when we bought it. Words, phrases, or clauses that modify nouns are called _________; words, phrases, or clauses that modify verbs are called _______.

ADJECTIVES
ADVERBS

3. A. We bought the set which was less expensive.
   B. We bought the inexpensive set when we arrived.

The dependent clause in A) is used as an ________ because it modifies the noun set. The dependent clause in B) is ________ in function because it modifies the verb bought.

ADJECTIVE
ADVERBIAL

4. A. ____________ set which ________.
   B. ____________ bought when ________.

Note the pattern of the preceding sentences and the key words. These are (simple, compound, complex?) patterns.

COMPLEX

5. A. Cattle that roam the highways can be killed.
   B. When cattle roam the highways, they may be killed.

The dependent clause in A) modifies ______; the dependent clause in B) modifies the verb phrase ____________.

CATTLE
MAY BE KILLED

6. A. Cattle that ____________
   B. When ____________, they may be killed.

In the two complex sentences just examined, we had a dependent clause describing cattle and one modifying the verb may be killed. The first is an ________ clause, and the second is ________ in function.

ADJECTIVE
ADVERBIAL
(ADVERB)

7. A clause which tells which one or what is adjectival, but a clause which tells when or where must be ________.

ADVERBIAL
(ADVERB)

18.	The information you received about single words as adjectives and adverbs is applicable to dependent clauses. Hence, if you can recognize one word as an adjective or adverb, you can recognize a dependent clause used as an _________ or ______.	ADJECTIVE ADVERB
19.	A. The officers who waited for the convicts had their guns ready. B. The officers would not shoot until they saw the convicts. The function of the dependent clause in A) is _________, and that in B) is _________.	ADJECTIVAL (ADJECTIVE) ADVERBIAL (ADVERB)
20.	When I was a child, I behaved as a child. The dependent clause functions as an ______ because it modifies the verb behaved and states when.	ADVERB
21.	Whenever I see a rainbow, I express a prayer of gratitude. The dependent clause is used as an ______ because it modifies the verb express and tells time when.	ADVERB
22.	Speak the lines as I give them to you. The dependent clause is introduced by the word __. The clause seems to tell when or how (manner). Is it adverbial or adjectival?	AS ADVERBIAL
23.	He acts as if he were losing his mind. What word or words give you the clue to the kind of dependent clause? ________ These words introduce a dependent clause which functions as an _______.	AS IF ADVERB
24.	As long as I am chairman, you will make weekly reports. While you are in Austin, I hope you will visit my parents. The dependent clauses above function as _______.	ADVERBS
25.	We learned early in this course that adverbs answer the questions when, where, how. Although they generally answer these questions about v _ _ _ s, they may answer them about adverbs or adjectives.	VERBS
26.	George answered immediately. The underscored word is an a _ _ _ _ _.	ADVERB
27.	George answered within a few seconds. The underscored element is a prepositional ph____ used as an ______.	PHRASE ADVERB
28.	George answered when we called. The clause is used as an ____.	ADVERB

29. George answered immediately.
George answered within a few seconds.
George answered when we called.

The underscored elements all answer the question when. They are all ______.

ADVERBS
(ADVERBIAL)

30. When we called to him, George answered.

The sentence above according to structure is a c____x sentence because it has a ________ clause and an ________ clause.

COMPLEX
DEPENDENT
INDEPENDENT
(MAIN)

UNIT VIII

Sentence Patterns

Lesson 6

Dependent Clauses

1. Dependent clauses function as nouns or modifiers, that is, as adjectives or _______. ADVERBS

2. He drove rapidly.
He drove as though he were crazy.

The underscored elements above answer the question ___. HOW

3. The children ran because they were afraid.

The dependent clause because . . . answers the question why and modifies the verb. The dependent clause functions as an ______. ADVERB

4. You may use my coat if you will be careful.

The verb may use is modified by the dependent clause which begins with the word __. This clause gives on what condition; it functions as an ______. IF ADVERB

5. Certain words give the clue that an adverbial clause follows. Some of these words are as, as if, if, unless, because since, where, etc. The clause will generally modify the v _ _ _ in the independent (main) clause. VERB

6. The company gave her a present ___ she retired.

The word you could place in the blank that would provide an adverbial clue and express time is ____. WHEN (AFTER)

7. The representatives were antagonistic, ___ we tried to be cooperative.

The blank above should be filled with an (adjective, adverbial?) clue. ADVERBIAL

8. We had no way of hearing because we did not have a telephone in our house.

The preceding sentence contains a dependent clause which is introduced by the word _______. BECAUSE

9. Were there not the problem of is when, is where, and is because, we would not bother with the noun clauses. To understand the problem, one must comprehend n _ _ n clauses. NOUN

10. A. The reason is because I did not change the damp clothing.
B. An error is when a student uses the wrong construction.
C. Good style is where the right words are used in the right places.

Each construction above is introduced by an adverbial clue: _______, ____, and _____.

BECAUSE
WHEN
WHERE

11. The reason is because I did not change the damp clothing.

The adverbial clause should modify a verb, an adjective, or another adverb. The construction does not modify is, but it is trying to relate to _ _ _ _ _ _, which is a noun.

REASON

12. The reason is dampness of clothing.

This example brings the problem into focus. Dampness is the subject c _ _ _ _ _ m e n t, linked to the subject by the linking verb is.

COMPLEMENT

13. The reason is because I did not change the damp clothing.
The reason is dampness of clothing.

We need a noun clause after the linking verb. The word that introduces noun clauses. Change because to that. Now we have a n _ _ n clause following the linking verb.

NOUN

14. The reason is that I did not change the damp clothing.
The verb is links the two nouns.

Reason is a noun; the dependent clause introduced by the word ____ functions as a _ _ _ _.

THAT
NOUN

15. The words that, who, which are frequently used to introduce noun clauses. A clause following a linking verb will be a ____ clause and will generally be introduced by ___, _____, or ____.

NOUN
WHO
WHICH
THAT

16. The constructions is because, is where, and is when are (wrong, correct?) in 1963 by the standards set in this course. We are not prepared at this time to discuss the last two, but watch for them in a later unit. The reasoning, however, will follow the same pattern.

WRONG

17. S V SC
The news was that everyone had been killed.

The noun clause above is the subject complement of the verb ___. The entire word group is a complex sentence.

WAS

18. The news was that everyone had been killed.

The news $\overset{\text{was}}{=}$ the clause.

News is a noun. The clause must also be a ____, if the construction is to be logical. We need a subject complement. The structure is a c ____ x sentence.

NOUN
COMPLEX

19. S V O
I know that my Redeemer liveth.

The noun clause here is the object of the verb ____. The structure is a c____x sentence.
KNOW
COMPLEX

20. I do not know anything about what you heard.

The noun clause here is the object of the preposition _____.
ABOUT

21. That he is my friend is true.

The clause is used as the subject of the verb ____.
IS

22. There are other uses of noun clauses, but the preceding will give you some idea as to their nature. Dependent clauses function as nouns, __________, and _______.
ADJECTIVES
ADVERBS

23. A compound sentence pattern results from combining two independent clauses; a complex sentence results from combining an ___________ clause with a _________ clause.
INDEPENDENT
DEPENDENT

24. A clause is a group of words constructed about a framework of a subject and a ______ verb form.
FINITE

25. There are two types of clauses: the dependent and the independent. A dependent clause is a subordinate element that functions as a single part of speech, that is, as a ____, an _________, or an ______.
NOUN
ADJECTIVE
ADVERB

26. A. He left campus before the holidays.
B. He left campus before I did.

The dependent clause in B and the phrase in A are alike in that both function as an ______ modifying the verb.
ADVERB

27. The dependent clause and phrase are not alike in that the ______ does not contain both a subject and a finite verb.
PHRASE

28. A simple sentence consists of one ___________ clause. It may contain single word modifiers and phrases but it does not contain any _________ clauses.
INDEPENDENT
DEPENDENT

29. The words who, which, or that indicate that probably a noun or _________ clause follows.
NOUN

30. The words because, if, since, although, and so forth serve as a warning that an ______ clause follows.
ADVERB

UNIT VIII

Sentence Patterns

Lesson 7

Phrases

1. This lesson is designed to show how sentences are put together. It will use what we have learned about the word, the phrase, and the clause. Remember: a phrase is a group of words without a subject and a predicate. A clause is a group of words which has a subject and a ________.

PREDICATE

2. For a group of words to be a sentence, it must have a s _ _ _ _ _ _ and a p _ _ _ _ _ _ _ _ (verb).

SUBJECT
PREDICATE

3. The subject and verb will probably have one or more words modifying them. There may also be a complement.

The tall man in the corner wears on his hat a yellow ribbon.

The arrows point from the m _ _ _ _ _ _ _ r s to the words modified.

MODIFIERS

4. The tall man in the corner wears on his hat a yellow ribbon. The modifiers indicated above are prepositional phrases. In number 1) the prepositional phrase is used as an ________ because it modifies the noun man; number 2) is an ________ phrase because it modifies the verb wears.

ADJECTIVE
ADVERB(IAL)

5. As a rule the phrase will modify the element nearest to it; otherwise there will be a comma clue.
He bought the house in the country.
Try to match the phrase with every word in the sentence to find what it modifies, but generally it will modify the word _ _ _ _ e s t to it.

NEAREST
(CLOSEST)

6. The prepositional phrase is easy to recognize because it consists of a preposition and the object.

The traveller fell among thieves.

The preposition here is among and its object is ______. The phrase modifies the ____ fell. Hence the adverbial use.

THIEVES
VERB

7. Two friends went into the restaurant.

The phrase answers the question where? Hence the phrase is used as an a _ _ _ _ b.

ADVERB

8. In examining verbals you may have recognized certain phrase patterns also.

Driving an automobile, George feels mature.

The phrase here is a participle (verbal adjective) modifying the subject ______.

GEORGE

9. Driving an automobile, George feels mature.

George feels mature driving an automobile.

Now what does the participle modify? Hint: who is driving the automobile? GEORGE

10. Driving an automobile made George feel mature.

The verbal phrase is now the ______ of the verb made. The verbal noun is also called a gerund. SUBJECT

11. To win a race, the runner must be in good physical condition.

An infinitive consists of to plus a verb. To win is an infinitive; to win a race, therefore, is an _________ phrase. INFINITIVE

12. The important thing in using these verbals is to make certain that they have a relationship to one word in the sentence.

To win a race, the runner must be in good condition.

The phrase modifies the subject _____ because he must be in good condition. RUNNER

13.

S V

The runner must try to win the race.

The position of the verbal phrase is the clue, but the meaning is also a guide. Here the phrase is used as the ______ ______ of the verb. DIRECT OBJEC

14. The verbal adjective phrase modifies some noun or pronoun.

A. Sitting on his porch, James saw the storm coming.
B. James, sitting on his porch, saw the storm coming.

The verbal adjective phrase modifies the noun _____. JAMES

15. John walked to my house. He watched the children play.

If we put a comma after house, delete he, and change the verb to a participle we have the following: John walked to my house, watching the children play.
We now have one s _ _ _ _ _ sentence. SIMPLE

16. John walked to my house. ~~He watched~~ watching the children play.

Complete the following sentence using the verbal adjective phrase above.
John, ________________________, walked to my house.

WATCHING THE CHILDREN PL

watching
7. John walked to my house. ~~He watched~~ the children play.

Complete the following sentence using the verbal adjective phrase above:

__________________________, John walked to my house.

WATCHING THE CHILDREN PLAY

8. Ben Hur snatched his whip. He pressed for the lead.

To improve these sentences we can transform the underlined element into a phrase. Snatched will become the participle * _____ing and he will be deleted.
(Ben Hur, ________ his whip, pressed for the lead.)

SNATCHING
SNATCHING

9. Ben Hur, snatching his whip, pressed for the lead.

This sentence still consists of one __________ clause. It does not contain any _________ clauses.

INDEPENDENT
DEPENDENT

20. I wanted to graduate in June. I registered for both semesters of sophomore English.

To improve this pattern, convert the first sentence into a verbal adjective (participle) construction. Change wanted to _______, and place a _____ after June.

WANTING
COMMA

21. I worked in the field.

Convert this sentence into a verbal adjective phrase. (Hint: The subject will have to be deleted and the verb changed to a form not ending in -ed.)

WORKING IN THE FIELD
HAVING WORKED IN THE FIELD

22. I plowed the corn.

Convert the sentence above into a verbal phrase. (Hint: The subject will have to be deleted and the verb changed.)

PLOWING THE CORN
HAVING PLOWED THE CORN

23. The lightning struck the house. The lightning frightened me.

Convert the second sentence to a verbal phrase of two words. Remember the punctuation after house.

The lightning struck the house, f r i _ _ _ _ _ _ _ n g _ _.

FRIGHTENING ME

24. A. The instructor praised the class.
B. He gave A's to half the students.

Write the two sentences above as one sentence, first by converting A) into a verbal phrase. Remember the necessary punctuation.
_________________, he gave A's to half the students.

PRAISING THE CLASS

25. A. The instructor praised the class.
    B. He gave A's to half of the students.

Write the two sentences as one sentence by converting B) into a verbal phrase. Remember the necessary punctuation.

The instructor praised the class, ______________________________.

GIVING A'S TO HALF OF THE STUDENTS

26. He is a man of stature, and he is a man with political influence.

Convert the compound sentence above into a simple sentence by eliminating the conjunction and by making the underlined portion into a verbal.
B _ _ _ G a man of _ _ _ _ _ _ _, he is a man with political influence.

BEING
STATURE

27. He is a man of stature, and he has political influence.

Convert this compound sentence into a simple sentence by making the second clause into a prepositional phrase that begins with the preposition with. (Note: Your sentence will not require a comma.) He is a man of stature ________________________.

WITH POLITICAL INFLUENCE

28. Believing I had lost my pen, I bought another.

Now convert this simple sentence into a compound-complex sentence by filling in the blanks: I ________ (verb) that I had lost my pen, ______ (conjunction) I bought another.

BELIEVED
AND (SO)

29. I believed that I had lost my pen, and I bought another.

Convert the underlined element into a dependent clause with because.
___________________ that I had lost ....

BECAUSE I BELIEVED

30. Because I believed that I had lost my pen, and I bought another.

We have converted the compound sentence into a complex sentence by adding the clue word because. We no longer need the conjunction; we should drop the word ___.

AND

UNIT VIII

Sentence Patterns

Lesson 8

Wordy or Choppy Sentences

1. George bought a small car. It was secondhand.

The second sentence can be reduced to one word which can be inserted immediately before car. What is the word? __________ What part of speech is it? _________ SECONDHAND ADJECTIVE

2. George bought a small car. It was secondhand.

The second sentence can be converted into an adjective clause if you can find a word in it that has an antecedent (means the same as) in the first. Now, replace this word with one from the following list: who, which, that. WHICH (THAT)

3. 1. The teacher of English gave instructions.
   2. The teacher gave instructions. He is an English teacher.

Clearly sentence number 1) is a more e c o _ _ m i c a l way of saying the same thing as the two sentences used in number 2). ECONOMICAL

4. The teacher of English gave instructions.

We economize this sentence further. Convert the prepositional phrase into a one-word adjective modifying teacher. Change "of English" to _______ teacher. ENGLISH

5. A. The English teacher gave instructions.
   B. The teacher of English gave instructions.
   C. The teacher gave instructions. He is an English teacher.

Sentence _ is the most appropriate and economical sentence. A

6. The accused pleaded guilty. He received a fine. He received a jail sentence.

Each of these sentences follow the same pattern: subject-verb-complement. Such a style becomes monotonous. The sentences are jerky or c h _ _ p y. CHOPPY

7. 1. The accused pleaded guilty. He received a fine. He received a jail sentence.
   2. The accused pleaded guilty, and he received a fine and a jail sentence.
   3. The accused, pleading guilty, received a fine and a jail sentence.

Which is the most appropriate and economical sentence? 3

8. Houston has a good harbor. It has become a shipping center.

These two sentences could be combined. As written, they are _ _ _ _ _ _. CHOPPY

9. The boys on the team lacked practice and training, and because of these reasons they lost almost every game.

The main idea of this sentence is not clear because the writer has used too many words. We would criticize this style as being w o _ d y. WORDY

10. A. Bridges that are constructed of steel are more durable than those constructed of wood.
    B. Steel bridges are more durable than wooden ones.

Sentence B) is more appropriate and economical than A) because A) is too w _ _ _ _. WORDY

11. A. The story is interesting. It is about a hunter. It was written by Hemingway.
    B. The story which is interesting is about a hunter and was written by Hemingway.
    C. The interesting story about a hunter was written by Hemingway.

The most appropriate sentence is C). Sentence A) is too _____; sentence B) is too _____. CHOPPY WORDY

12. He was a native of Texas, and he wrote many books about Texas.

Sometimes a compound sentence may be improved by compounding the predicates. If we delete the second he, the compound predicate would be was and _____. WROTE

13. Since he was a native of Texas, he wrote many books about Texas.

We have changed the original compound sentence into a com_ _ _ _ sentence. COMPLEX

14. Being a native of Texas, he wrote many books about Texas.

Now we have transformed the dependent clause into a verbal p_ _ _ _ _. PHRASE

15. Being a native of Texas, he wrote many books about Texas.

If you have gained a feeling of how sentences are formed, you may have realized one other change. The phrase "a native of Texas" may be expressed simply as "a ______ _____." NATIVE TEXAN

16. The class was dismissed. They had completed the experiment.

To transform the second idea into a phrase, we delete they and change had to h_ _ing. (The class, h_____ completed the experiment, was dismissed.) HAVING HAVING

17. The class, having completed the experiment, was dismissed.

Completing would not be acceptable in place of completed because it would shift the time of action from past to ______. PRESENT

18. Renting a house was the major problem.

The verbal phrase in this sentence is the s______ of the verb was. It is called a verbal noun or gerund. SUBJECT

19. A poll was taken of the students. It required two weeks to complete.

Convert the first idea into a gerund phrase which is the subject of the verb required.

TAKING A POLL OF THE STUDENTS REQUIRED TWO . . .

20. He was defeated the first time. He was successful the second time.

Convert the first idea into a verbal phrase. Remember to punctuate.

DEFEATED THE FIRST TIME, HE . . . . (OR BEING DEFEATED OR HAVING BEEN)

21. He was worried about his friend. He called the police.

Convert the first idea into a verbal phrase.

WORRIED ABOUT HIS FRIEND, HE . . . . (OR BEING WORRIED ABOUT)

22. The Saxons fought bravely. They fought for the Briton king.

Make one sentence in which the second idea is expressed by a prepositional phrase.

THE SAXONS FOUGHT BRAVELY FOR THE BRITON KING.

23. He is a friendly person. He has a gift for helping others.

Convert the underscored idea into a prepositional phrase, a group of words beginning with a preposition, such as for, with, and so forth.

HE IS A FRIENDLY PERSON WITH A GIFT FOR HELPING OTHERS.

24. There are several boards to be sawed before the box is complete.

A prepositional phrase consists of a word like to, for, between, and so forth followed by an object. An infinitive consists of to plus a verb. Constructions, such as to guard, to be guarded, to have been guarded are __________. INFINITIVES

25. There are several steps that should be taken before the task is completed.

Convert the dependent clause into an infinitive phrase.

THERE ARE SEVERAL STEPS TO BE TAKEN BEFORE THE TASK . . . .

26. The missile caused an explosion which was noisy.

Too many adjective clauses becomes monotonous. Reduce the dependent clause to a single word adjective.

THE MISSILE CAUSED A NOISY EXPLOSION.

27. The table which was made of wood cost $50.00, and I bought it.
Reduce this sentence to the most economical and appropriate form. The main idea is that the table cost $50.00. Follow this form:

The _____ table _____ _ _____ cost $50.00.

WOODEN
WHICH
I
BOUGHT

28. The waiter, carrying two steaks, returned.

The verbal phrase beginning with the word ________ modifies the word ______.

CARRYING
WAITER

29. His friend of many years took the larger steak.

The prepositional phrase __ ____ _____ modifies the word ______.

OF MANY YEARS
FRIEND

30. If you had been in my place, which piece would you have taken?

The prepositional phrase __ __ _____ modifies the verb phrase ___ ____.

IN MY PLACE
HAD BEEN

UNIT VIII

Sentence Patterns

Lesson 9

Fragments

1. A sentence expresses a complete thought and is not part of a larger structure.

The old doctor treated the patient.

The sentence above expresses a c_ _ _ _ _ _ _ thought and is a simple ________.

COMPLETE
SENTENCE

2. The old doctor treated the patient.

This sentence or group of words makes sense alone. It contains a ______ and a ________, which are, respectively, doctor and ______. There is also a direct object, _______.

SUBJECT
PREDICATE
(VERB)
TREATED
PATIENT

3. The old doctor

This group of words (does, does not?) make complete sense because it has been broken away from the rest of the original group. The other part- "treated the patient" - does not make sense alone either.

DOES NOT

4. Either part of the original statement - "The old doctor / treated the patient" - when considered alone is only a broken piece or f r a g m _ _ t of the whole.

FRAGMENT

5. If the corner is broken from a rectangular solid, the particle would be considered a f r _ _ _ _ _ t. Actually the larger piece would likewise be considered a f_______ because it is not complete.

FRAGMENT
FRAGMENT

6. A fragment is a detached, incomplete part, usually conceived of as the part which is broken away from the w h _ _ e.

WHOLE

7. We shall not be concerned with the problem of how large a fragment must be, but we shall be sensitive to one thing: is the item in question complete? is it only a part? When applied to a sentence, we shall expect to find at least a ______ and a verb that together make a full statement.

SUBJECT

8. A full statement is a group of words that can stand alone. Hence we shall watch for two things - subject and verb (there may or may not be a complement needed). Whether or not a statement can stand _____ is the focus of our interest in this lesson on fragments.

ALONE

9. A sentence fragment is a part of the sentence which is written unconsciously as if it were a complete s_______.

SENTENCE

10. Some people like good music.

The item above is a group of words which forms a (sentence, fragment?).

SENTENCE

11. Some people like good music.

This is a sentence because it can stand alone or make sense. It makes sense because it has a _______ and a ________. Note that it also has a direct object and without it the word group could not stand alone.

SUBJECT
VERB
(PREDICAT

12. The yellow house on the hill.

This group of words is a ________ because it lacks a finite ____ form.

FRAGMENT
VERB

13. The yellow house on the hill.

This group of words appears to have a _______ but no v_ _ _b.

SUBJECT
VERB

14. The yellow house standing on the hill.

This group of words still does not make a complete statement. It has a subject but not a _ _ _ _ because standing is a verbal, a nonfinite verb.

VERB

15. The yellow house standing on the hill is.

If we add the verb is to the item, it still lacks something. Technically it remains a f r _ _ _ _ _ t because it lacks a com_ _ _ment.

FRAGMENT
COMPLEMENT

16. A. A home in the country.
B. A home in the country is preferable.

Group B is a sentence because it contains a _______, a linking ____, and a c _ _ _ _ _ _ _ _ _.

SUBJECT
VERB
COMPLEMENT

17. A home in the country

To convert this fragment into a sentence, add the word group _ from those below.

A. among a grove of trees.
B. beside a stream.
C. costs more than one in the city.

C

18. Many people do not know the value of a dollar since they have never worked.

The independent clause alone would be a simple sentence. The dependent clause, though it contains a subject and a verb, is a ________ because it cannot stand alone.

FRAGMENT

19. A. The agent could not sell the house
B. Because it did not pass FHA specifications

The subjects and verbs are indicated in the usual manner. Examine each group carefully to see if there is one which cannot stand alone. _ is a fragment.

B

20.	Suppose the two items in the preceding frame were your own composition. How would you correct the error? The agent could not sell the house. Because it did not pass FHA specifications. You would c o m b _ _ e the two items by using a small letter in the word _______.	COMBINE BECAUSE
21.	You can put the because clause first or last. If you put it first: Because the house did not pass FHA specifications, the agent could not sell it. Certain changes had to be made. You needed a _____ after specifications.	COMMA
22.	If you put the dependent clause last (_______________), the comma may or may not be needed. As we learned in an earlier lesson, adverbial clauses very often modify the v _ _ b in the main ______.	VERB CLAUSE
23.	Sentence fragments are, as a rule, phrases or dependent clauses detached from a main (independent) clause. For a sentence to be complete it must contain at least one __________ clause.	INDEPENDENT (MAIN)
24.	The sentence fragment may be corrected two ways - A) by making it into a s e _ _ _ n c e, and B) by attaching it to a sentence or to an __________ clause.	SENTENCE INDEPENDENT
25.	The fragment sometimes is a p h _ _ _ e which contains a verbal. The student makes the error because he does not know the difference between a finite and a n o n _ _ _ _ _ e verb.	PHRASE NONFINITE
26.	Hoping to see you soon . . . . The underlined word is an example of the n _ _ _ _ _ _ _ e verb; hence the item above is a verbal phrase.	NONFINITE
27.	The fragment "hoping to see you soon" may be converted into a sentence by supplying a subject and changing hoping into a finite verb. We h_ _ _ to see you soon.	HOPE
28.	Hoping to see you soon. Second, you may wish to a t _ _ _ h the fragment to a sentence. Hoping to see you soon, I shall not give many details.	ATTACH
29.	The element in question may be a d _ _ _ _ _ _ _ t clause like this: Although the workers planned to finish the painting by four o'clock. This item is a (sentence, fragment?).	DEPENDENT FRAGMENT

30. Although the workers planned to finish the painting by four o'clock.

This fragment can be converted into a sentence by eliminating the word ________. **ALTHOUGH**

UNIT VIII

Sentence Patterns

Lesson 10

Subject-Phrase Relation

1. A. The tower of Old Main rising above the campus.
   B. The tower of Old Main rises above the campus.

   The first word group is a fragment because the subject tower lacks a _ _ _ _. Rising is a _ _ _ _ a l or nonfinite verb. — VERB, VERBAL

2. A. The renting of caps and gowns being a thriving business.
   B. The renting of caps and gowns was a thriving business.

   Example _ is a complete sentence. — B

3. A. The renting of caps and gowns being a thriving business.
   B. The renting of caps and gowns was a thriving business.

   The word b_ _ _ _ changes word group A) into a fragment. — BEING

4. Being one of the richest states in the Union.

   This word group is a f______ because it lacks a finite ____. — FRAGMENT, VERB

5. Being one of the richest states in the Union, Texas promises young men many opportunities.

   We can correct the fragment by giving the phrase a word to modify. The phrase now modifies the noun ______. — TEXAS

6. Phrases usually function as adjectives or adverbs. That is, phrases functioning as adjectives or adverbs m_d_ _ _ some word in the main clause. — MODIFY

7. Not liking his supervisor, $\overset{S}{\text{he}}$ $\overset{V}{\text{asked}}$ for a transfer.

   Introductory verbal phrases attach themselves, modify, the s_ _ _ _ _ t of the main clause. — SUBJECT

8. A. Sitting about the table exchanging gossip.
   B. The girls missed their class.

   Word group A) is a verbal phrase. It is not a sentence because it has neither a subject nor a ______ verb. — FINITE

9. Sitting about the table exchanging gossip, the girls missed their class.

   We corrected the fragment by giving the phrase a word to m_ _ _ _ y — MODIFY

10. Sitting about the table exchanging gossip, the girls missed their class.

The verbal phrase now modifies the noun _____ in the main clause. GIRLS

11. When we say that a phrase dangles, we mean that it is not related to the word it seems to modify.

Flying into Houston, the skyline was seen.

The phrase supposedly modifies skyline, but a skyline cannot fly. Therefore, we say the phrase _______. DANGLES

12. Flying into Houston, we saw the skyline.

The easiest way to correct a dangling modifier is to supply the word it should modify. In the sentence above, the verbal phrase clearly relates to the pronoun __. WE

13. Driving through the country, ____________________

The most appropriate independent clause is (A, B, or C). _

A. beautiful scenery was seen.
B. we saw beautiful scenery.
C. the trees made beautiful scenery. B

14. Driving through the country, we saw beautiful scenery.

In this sentence the verbal phrase clearly relates to the word __ which is the s_____ of the verb saw. WE SUBJECT

15. After driving the car many hours, my eyes were tired and my legs were cramped.

In the sentence above, the verbal phrase does not clearly relate to the noun _ _ _ _ and is called a dangling modifier. EYES

16. After driving the car many hours, I stopped to rest my eyes and exercise my legs.

In this sentence, however, the verbal phrase clearly relates to the pronoun _. I

17. After graduating from college, the company gave me a raise.

The phrase does not relate to the noun ______; we called the phrase a ________ modifier. COMPANY DANGLING

18. We have discussed verbal phrases that dangle. Infinitive phrases may also dangle.

To receive the scholarship, a high score must be made.

The infinitive phrase does not clearly relate to score; therefore, we say the phrase _______. DANGLES

19. To receive the scholarship, a person must make a high score.

We have corrected the dangling modifier by supplying a word which the phrase clearly m_ _ _ _ _ _ _. MODIFIES

20. Dangling modifiers may come at the end of a sentence.

Study is necessary to get the most from college.

The infinitive phrase dangles because it does not have a word to m_ _ _ _ _. MODIFY

21. To get the most from college, a student needs to study.

The easiest way to correct a dangling modifier is to supply the word it should m_____ and to place that word immediately after the phrase. MODIFY

22. Select the most appropriate clause to complete the sentence.

Planning to finish the work later, ____________________

A. the additional help was dismissed.
B. the foreman dismissed the additional help. B

23. Observing a departure from the mark, _________________

A. the boat was turned.
B. the pilot turned the boat. B

24. Having run across the fields, _____________

A. I was exhausted.
B. my legs were exhausted. A

25. To become a good athlete, ________________

A. much practice is required.
B. one must practice a great deal. B

26. An introductory phrase that does not clearly relate to the word it seems to modify is called a ________ modifier. DANGLING

27. To be a sentence, a group of words must contain a subject and a ______ verb form and be able to stand alone. FINITE

28. In this and the following frames, write S for each word group that is a sentence, and an F for each that is a fragment.

The vacation being short and the distance great. F

29. S - sentence F - fragment
When the fresh troops arrived from the beach. F

30. S - sentence F - fragment
After having plundered the undefended town, the troops marched toward the city. S

UNIT VIII

Sentence Patterns

Lesson 11

Combining Sentences

1. You have already learned that such groups of words as "Because I did not bring my raincoat" and "Having lost my money" are not complete sentences but f _ _ _ _ _ _ _ _ s of sentences.

2. The student's failure to write one sentence at a time indicates that he is confused. You know without being told that a sentence begins with a c _ _ _ _ _ _ letter and is concluded with an appropriate m _ _ k of punctuation.

   CAPTIAL
   MARK

3. You are too small for football / You should play baseball.

   The bar indicates that the two sentences are separate and that they are not run-together or that the first sentence does not run-on into the ______ sentence.

   SECOND
   (NEXT, FOLLOWING, ETC.)

4. You are too small for football you should play baseball.

   When the bar (/) is removed, the sentences run together; the first sentence r_ _ _ into the second sentence.

   RUNS

5. You are too small for football you should play baseball.

   If you place a period (.) after the word ________ and begin the next sentence with a capital letter, the problem will be solved.

   FOOTBALL

6. You are too small for football you should play baseball.

   Instead of using a period after football, you might use the semi-colon (;). You could also use a comma after football with an appropriate c__________, such as but.

   CONJUNCTION

7. He did not have courage   he was afraid not to fight.

   There are three possible ways to write these two independent clauses:

   1. Place a semi-colon after courage, or
   2. Put a ______ after courage and begin he with a capital letter, or
   3. Add a coordinate ___________ with a comma.

   PERIOD
   CONJUNCTION

8. How many ways are there to correct a run-on sentence?

   There are ______ ways to correct a run-on sentence.

   THREE

9. If the sentence were written "You are too small for football, you can play baseball," the comma would not be sufficient to connect the two sentences. The clauses seem to be spliced together with a comma. This incorrect punctuation is called the comma s p _ _ _ e error.

   SPLICE

10. When two sentences are separated with only a comma, a c____ sp____ error is produced.

COMMA SPLICE

11. Correct the comma splice in this sentence:

You are too small for football, you can play baseball.

1. Place a ______ after football and begin ___ with a capital letter. (or)
2. Place a s _ _ _ - c _ _ _ _ _ after football. (or)
3. Add a comma and a coordinating ___________.

YOU
PERIOD
SEMI-COLON
CONJUNCTION

12. A. Six men bought tickets to the fights, and I asked for tickets to the symphony.
B. Six men bought tickets to the fights, I asked for tickets to the symphony.

Sentence B illustrates the type of error which is called _____ _____.

COMMA SPLICE

13. Use the period to separate two ideas not closely related.

John loves sports   he is a freshman.

Use a p_____ after sports. Also, begin he with a _______ letter.

PERIOD
CAPITAL

14. The period is used to separate two ideas not closely _______.

RELATED

15. Two independent clauses of equal importance may be connected with a coordinating conjunction preceded by a c _ m _ a.

COMMA

16. The small children played in the mud, there was no adult to supervise them.

This sentence is incorrect. What type of word would you add after the comma - a noun, an adjective, or a conjunction - to correct the comma splice? _ ____________

A CONJUNCTION

17. The small children played in the mud, there was no adult to supervise them.

What conjunction would you use after the comma to correct the error? _ _ _

FOR
(BUT, AND)

18. The small children played in the mud, there was no adult to supervise them.

This could appear in a context which called for any one of several coordinating conjunctions. For indicates cause; but implies opposition or contrast; and joins e _ _ _ l, similar parts.

EQUAL

19. The men enjoyed watching the storm, the women were frightened.

This example illustrates the comma splice sentence. Two sentences are being held together with only a c____ instead of a comma and a conjunction.

COMMA

20. A. Many people listen to FM music the majority prefer to watch TV.
B. Many people listen to FM music, the majority prefer to watch TV.

Which sentence above illustrates the run-on error?__ Which sentence A
illustrates the comma splice?__ B

21. Many people listen to FM music, but the majority prefer to watch TV.

The coordinating conjunction ___ is used to show contrast. BUT

22. Generally a student makes a comma splice error when he has two sentences that are very closely related.

The thunder rattled the windows, the rain began.

The item above needs a c o _ j _ _ _ _ _ _ _ n after the comma. CONJUNCTION

23. A semi-colon is also used to connect two closely related _ _ _ _ _ _ _ _ _ _ _ clauses. INDEPENDENT

24. Two closely related independent clauses may also be connected by a _________ to vary the style of writing. SEMI-COLON

25. I finished most of my homework, I will do the rest at home after supper.

This sentence contains ___ independent clauses. TWO

26. I have finished most of my work I will do the rest at home after supper.

There are two independent clauses because there are two s _ _ _ _ _ _ _-v _ _ _ patterns which can stand alone. SUBJECT-VERB

27. I have finished most of my work, and the rest I will do at home.

The sentence above illustrates one way to connect the two independent clauses.

To vary the style of writing, use a _________ to connect the two independent clauses. SEMI-COLON

28. Coordinating conjunctions are used to connect __________ clauses. INDEPENDENT

29. If two or more subject-predicate patterns of equal importance are put into a sentence, they may be connected in two ways--by a s___-c____ or a comma and c__________ __________. SEMI-COLON COORDINATING CONJUNCTION

30. A compound sentence is formed by connecting two simple sentences with a ____-_____ or a _____ and a ___________ conjunction. SEMI-COLON COMMA COORDINATING

UNIT VIII

Sentence Patterns

Lesson 12

Comma Splice and Period Fault

1. Two independent clauses may be joined by either a s___-c___ or a comma and a ___________ conjunction. SEMI-COLON COORDINATING

2. I closed the window, I went back to sleep.

We have committed the comma splice error because we have used only a _____ to connect two independent clauses. COMMA

3. I closed the window, I went back to sleep.

A coordinating conjunction, such as ___ could be used after the comma to eliminate the c____ s____ error. AND (BUT) COMMA SPLICE

4. I closed the window; I went back to sleep.

We can also use a ____-_____ to correct the comma splice error. SEMI-COLON

5. I left my books at the club, therefore I could not prepare my lessons.

This is an example of the comma splice error. We need a ____-_____ to connect the two ___________ clauses. SEMI-COLON INDEPENDENT

6. I left my books at the club; therefore I could not prepare the lesson.

We have eliminated the comma splice error by putting a ____-_____ after club and before the word therefore.

7. The writer presented two views; he did not, however, indicate his personal convictions.

The two independent clauses are connected by a s___-c____. SEMI-COLON

8. The writer presented two views; however, he did not indicate his personal convictions.

In this sentence however is preceded by a semi-colon and followed by a comma. Nevertheless, the two independent clauses are connected by a ____-_____. SEMI-COLON

9. The group liked his manner, consequently they elected him their leader.

This sentence illustrates the _____ ______ error because we have used only a comma to connect two ___________ clauses. COMMA SPLICE INDEPENDENT

0. The group liked his manner; consequently they elected him their leader.

We frequently use a ____-_____ and a word like therefore, however, or consequently to connect two closely related independent clauses. SEMI-COLON

11. The shower turned into a downpour___nevertheless we stayed until the last play was run.

We need a ____-_____ after the word downpour to connect the two __________ clauses. SEMI-COLON INDEPENDENT

12. We have discussed the run-on sentence and the comma splice error.
When we run two independent clauses together we have a ___-__ sentence. RUN-ON

13. When a comma is used to connect two independent clauses, we commit the _____ ______ error. COMMA SPLICE

14. When we punctuate a dependent clause as we would a sentence, we commit the period fault.

Because it is rich in history.

The sentence above illustrates the ______ _____. PERIOD FAULT

15. Words, such as because, when, although, as if, are subordinating conjunctions and introduce ________ clauses. DEPENDENT

16. Because they do no consider the feelings of others.

We have committed a ______ fault because we have punctuated a _________ clause as if it were a complete sentence. PERIOD DEPENDENT

17. The students are discourteous because they do not consider the feelings of others.

We have corrected the period fault by making the d_______ clause part of a larger structure. DEPENDENT

18. A. The graduation will be tomorrow.
B. If it doesn't rain.

The second idea is not a complete sentence because it is d_ _ _ _ _ _ _ _ _ upon what precedes it in the main clause. DEPENDENT

19. When as since if unless because

These subordinating conjunctions are signals that the word group which follows is a ________ clause. DEPENDENT

20. Since he will not come.

This word group contains the word clue _____, indicating it is a ________ clause. SINCE DEPENDENT

21. Since he will not come, we shall drop him from our rolls.

We have corrected the period fault by making the ________ clause part of a larger structure. DEPENDENT

22. He will not come.

We have omitted the subordinating conjunction and now we have a complete s_ _ _ _ _ _ _.

SENTENCE

23. Although you have been uncooperative.

This item is a ________ clause and contains the word clue _______.

DEPENDENT
ALTHOUGH

24. (Although) you have been uncooperative.

If we omit the _ _ _ord_ _ _ _ _ conjunction although, we correct the period fault.

SUBORDINATE

25. When we punctuate a dependent clause as if it were a sentence, we commit a ______ _____.

PERIOD FAULT

26. A run-on sentence is one that contains two __________ clauses without an appropriate connective.

INDEPENDENT

27. A comma splice is produced when two independent clauses are separated only by a _____.

COMMA

28. A sentence may contain two or more independent clauses. These clauses may be connected by a ____-_____ or a comma and a ___________ conjunction.

SEMI-COLON
COORDINATING

29. Remember, if the independent clauses are not connected by and, but, or, nor or for, they are connected by a ____-_____ or separated by a period.

SEMI-COLON

30. Remember, a ____-_____ is used with words like however, consequently, thus, nevertheless, to connect __________ clauses.

SEMI-COLON
INDEPENDENT